DOCUMENT RESUME

ED 342 438 JC 920 120

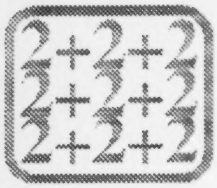
TITLE	2 + 2 + 2 Articulation Handbook. Careers 2000: Partnerships for Success.
INSTITUTION	Santa Barbara City Coll., Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	91
NOTE	188p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Articulation (Education); *College Planning; Colleges; *College School Cooperation; Community Colleges; Educational Finance; Enrollment; Higher Education; *High Schools; *Intercollegiate Cooperation; Models; Program Descriptions; Transfer Programs; Two Year Colleges
IDENTIFIERS	*2 Plus 2 Plus 2 Articulation Programs; *California Community Colleges

ABSTRACT

With state funding, 2 + 2 + 2 articulation programs were developed on 25 California community college campuses to address the need to educate, train, and retain members of underrepresented groups in diverse occupations, to reduce high school dropout rates, and to coordinate the intersegmental transfer process. This handbook offers information and guidance on developing articulated programs that begin in the third year of high school, include two years of community college education, and are completed at a four-year institution. The handbook covers the following topics: (1) the history and background of 2 + 2 + 2 articulation, including definitions and principles; (2) the changing demographics of California's workforce and the implications for education; (3) the role of the 2 + 2 + 2 articulation council, including examples of councils and advisory committees; (4) faculty involvement; (5) articulation agreements, including sections on definitions, components, and procedures; (6) outreach, including student identification, recruitment, and retention; (7) student support services, including information for counselors and a suggested list of handbook contents; (8) tracking student enrollment; and (9) promoting and funding articulation programs. Each section includes overheads, handouts, sample forms, and references. A separate section on references and resources is attached. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342438



CAREERS 2000

Partnerships for Success

2+2+2 Articulation Handbook

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Careers 2000 is funded by a grant awarded to **Santa Barbara City College** from the **California Community Colleges Chancellor's Office.**

JC920120

2 BEST COPY AVAILABLE

SECTION I

History & Background of 2+2+2 Articulation

I. **Statement of Key Concepts:** Articulation programs were developed on California Community College campuses to address the need to educate, train, and retain members of underrepresented groups in diverse occupations, to reduce high-school drop-out rates, and to coordinate the intersegmental transfer process. From 1988 to 1991, funding was provided through grants from the California Community Colleges Chancellor's Office to 25 pilot projects in order to create model 2+2+2 programs.

A. The Definition of Articulation
B. The Need for Articulated Programs
C. The Benefits of Articulation
D. The Ten Principles of Articulation
E. Model Programs
F. Occupational Program Areas
G. Liberal Studies Program Areas
H. Necessary Components

II. **Overheads**

A. Ten Principles
B. Program Areas
C. Necessary Components

III. **Handouts and references**

A. List of Project Directors
B. Resource Catalogue

ARTICULATION

Definition

Articulation is a planned process linking two or more educational systems together to help students make a smooth transition from the secondary level of occupational or academic training to the two-year or four-year post-secondary level without experiencing a delay or duplication of learning.

Articulation is envisioned as a continuum of skills which may or may not lead to advanced placement.

Articulation is generally considered a systematic process that will permit students to move from one course, program, or educational level to the next without loss of time or resources. A guiding principle of articulation is that no student should be required to repeat the same course content for which credit has been received.

Need

In California, special attention needs to be paid to the increasing high school drop-out rate, the lack of high school preparation necessary for students to make a successful transition into college, and the under-representation of minority and low-income students in postsecondary education. These are challenges that can't be borne by the secondary schools alone, but must be met at all levels of the educational continuum.

Secondary school/college articulation is an opportunity for the educational systems to work together in meeting the challenge for improved educational excellence and will give many underrepresented and disadvantaged students, and others, the opportunity to succeed.

Benefits

For Students

- eases transition from one educational level to another
- eliminates coursework duplication, saving the student time and money
- offers incentives to continue education at a more advanced level
- enables high school students to earn college credit and/or advanced placement
- clarifies the relationship between career and educational goals
- encourages educational goal setting and the development of plans to achieve those goals

For Institutions

- improves recruitment and retention of students
- enhances communication and resource-sharing between educational levels
- encourages enrollment in high school, ROP, and college curricula
- provides high school instructors with first-hand knowledge of the community college and university programs
- provides college staff with first-hand knowledge of the high school, ROP, and adult school programs
- establishes an integrated program to encourage articulation at the community college or university in professional disciplines
- minimizes costs of expensive programs

For Business and Industry

- assures that training programs are consistent with the needs of the workplace
- improves communication with prospective employers
- encourages entry level and skilled workers to remain current in their field through a commitment to continuing education
- provides continued economic growth and development from a pool of well-trained and highly qualified workers

Ten Principles

1. Leadership and Commitment

Leadership from the very top of the organization is a key element necessary for the success of the articulation effort. Superintendents, principals, presidents, school boards, and trustees must take leadership for articulation and must organize and commit institutional resources toward that effort.

2. Early Faculty Involvement

Early involvement of faculty in developing articulation procedures and materials will help assure acceptance of the articulation effort. In order to ensure a successful articulation program, as many faculty members as possible should be invited to participate in the meetings held for planning and curriculum development. This will help instructors from the different levels - high school, ROP, community college and the four-year institutions - to get to know, understand, and respect one another. Meetings should rotate between facilities to enable faculty to become familiar with one another's programs and facilities.

3. Respect and Trust

Lack of trust is frequently listed as a barrier to successful articulation. This can be overcome by regular communication, working together on common goals, and developing mutual understanding.

4. Mutual Benefits to All Parties

To be successful, the articulation effort must ensure that all parties benefit. Each school and college must clearly see the benefits to be derived. Unless all parties clearly understand how they will benefit, they will not be willing to commit the time and resources necessary for effective articulation.

5. Written Articulation Agreements

An articulation agreement should be formalized in writing, approved by the department heads, and signed by the chief executive officers and governing boards of each of the participating schools and colleges. An important feature in the agreement is the provision for annual review, revision, and renewal.

6. Open, Clear and Frequent Communication

Communication in the articulation process must be open, clear, and frequent. Communication needs to take place between the different levels, between counterparts in the different segments, and vertically between members of the same institution.

7. Modest Initial Goals

Start small to guarantee initial success. In selecting program areas to articulate, choose an area where faculty members have demonstrated openness to change. Concentrate efforts and resources toward only one or two program areas; once articulation procedures are successfully established, they can be applied to other areas.

8. Clearly Defined Responsibilities

Someone must be assigned the responsibility for coordinating articulation efforts and given the time and resources to bring it about. The participating schools and colleges can jointly fund a single coordinator, or each can assign its own person. Instructional staff must have clearly defined responsibilities, and those who are coordinating the effort must clearly understand these responsibilities.

9. Competency-Based Curricula

Building articulated programs is easier when learning activities are built around the competencies to be developed. With a competency-based curriculum, instructors and curricular people can better coordinate educational experiences for students. A competency-based curriculum affords instructors the opportunity to have a common language for planning.

10. A Focus on Mutual Goals Rather Than On Individual Turf

Make the student the top priority. Focus on goals, not on turf. Participants must be willing to work for the common good rather than their own advantage. Start with issues that both institutions can agree upon and build on these. If turf problems occur, concentrate on common goals and the good of the student. Compromise is the key.

Warmbrod & Long (1986)

2+2+2 PROGRAMS

Model Programs

American River College
- *Business*
- *Computer Sciences*
- *Teacher Education*

Butte Community College
- *Automotive Technology*

CSU Chico
- *Agriculture*

CSU Long Beach
- *Home Economics*

CSU Los Angeles
- *Teacher Education (Industrial Technology)*

CSU San Bernardino
- *Teacher Education*

Cerritos Community College
- *Drafting*
- *Automotive Technology*

College of the Desert
- *Early Childhood Education*

College of San Mateo
- *Technology*

Compton College
- *Automotive Technology*

DeAnza College
- *Child Development and Education*

East San Gabriel Valley ROP
- *Fashion Merchandising*

Fullerton College
- *Management of Manufacturing*

Golden West College
- *Nursing*

Imperial Valley College
- *Criminal Justice*
- *Business Administration*

Long Beach College
- *Manufacturing Technology*

Rancho Santiago Community College
- *Teacher Education*

San Bernardino Valley College
- *Industrial Technology*

San Diego City College
- *Teacher Education*

Santa Barbara City College
- *Nursing*
- *Teacher Education*

Southwestern College
- *Engineering*

State Center Community College District
- *Teacher Education*

Stockton Unified School District
- *Nursing*

Occupational Program Areas

Accounting

Administration of Justice

Aerospace Manufacturing

Agriculture

Air Conditioning/ Refrigeration

Animal Science

Automotive

Aviation Careers

Building Trades/Operating Engineering

Business Education (General)

CAD/CAM

Carpentering/Construction

Communication Technology

Computer/Information Systems

Cosmetology

Diesel Technology

Drafting

Early Childhood Education/ Child Care

Electronics

Fashion Technology

Fire Science

Foods

Forestry

Graphics

Health Professions

Home Economics

Hotel/Motel Management

Machine Shop/Tools

Manufacturing Technology

Metals Technology

Office Administration

Ornamental Horticulture

Petroleum Technology

Photography

Plastics

Police Science

Radio/TV

Real Estate

Robotics

Secretarial Science

Teacher Education

Trade/Technology

Travel

Welding

Wildlife/Conservation

Word Processing

Liberal Studies Program Areas

Having an active articulation program in the liberal arts instructional disciplines provides many of the same benefits as articulation in occupational education. With enhanced faculty-to-faculty communication, there is better curriculum coordination between courses, thus eliminating student repetition of coursework at the community college. Secondary school and community college faculty can work together to better prepare students for college level coursework and both faculties participate in in-service staff development which results in better teaching methods.

Math

English

Science

Foreign Languages

History/Social Science

Fine Arts

NECESSARY COMPONENTS

The following components have been identified as necessary for successful articulation programs. They provide the structures through which 2+2+2 career education programs are planned, developed, and implemented. Early and careful development of all six components is essential to the success of articulation efforts.

1. Articulation Council

2. Faculty Involvement

3. Articulation Agreements

4. Student Outreach

5. Student Support Services

6. Student Identification & Tracking

SECTION II

Workforce 2000: Implications for Education

I. **Statement of Key Concepts:** Social, economic, and demographic trends in the decade of the '90's will have major implications for California's workforce and for training and educating workers to meet predicted occupational opportunities. The community colleges are reflecting these changes in serving older re-entry students and many ethnic groups. Some require ESL classes; others need occupational retooling. Students with family responsibilities frequently need to drop in and out of college. Programs are needed that are responsive to the serious part-time student. Others need to be counseled on ways to remain in school, and how to utilize available financial aid and student service resources. Transfer processes need to be streamlined so that students who may be the first in their families to attend college do not repeat courses, lose time, or find out too late that they took the wrong courses for their degree program.

A. Demographics as Destiny
B. 6 Challenges
C. The Emerging Labor Force
D. The Emerging Labor Market

II. **Overheads**

A. Demographics re: Diverse Workforce
B. Trends re: High-tech Workplace

III. **Handouts and references**

A. "Coming Together," Peter H. Schuck (1991)
B. "Coming Apart," David Rieff (1991)
C. "California," Kevin Phillips (1991)

WORKFORCE 2000

Demographics as Destiny

Over the next 13 years, the American workforce and the economy will be shaped by five demographic "facts":

- The population and the workforce will grow more slowly than at any time since the 1930's.
- The average age of the population and the workforce will rise, and the pool of young workers entering the labor market will shrink.
- More women will enter the workforce, although the rate of increase will taper off.
- Minorities will be a larger share of new entrants into the labor force.
- Immigrants will represent the largest share of the increase in the population and the workforce since the First World War.

Source: Work and Workers in the Year 2000, Hudson Institute Projections (1986)

Six Challenges

- Reconciling the Conflicting Needs of Women, Work, and Families
- Integrating Black and Hispanic Workers Fully into the Economy
- Improving Workers' Education and Skills
- Stimulating Balanced World Growth
- Accelerating Productivity Increases in Service Industries
- Maintaining the Dynamism of an Aging Workforce

Source: Work and Workers in the Year 2000, Hudson Institute Projections (1986)

The Emerging Labor Force

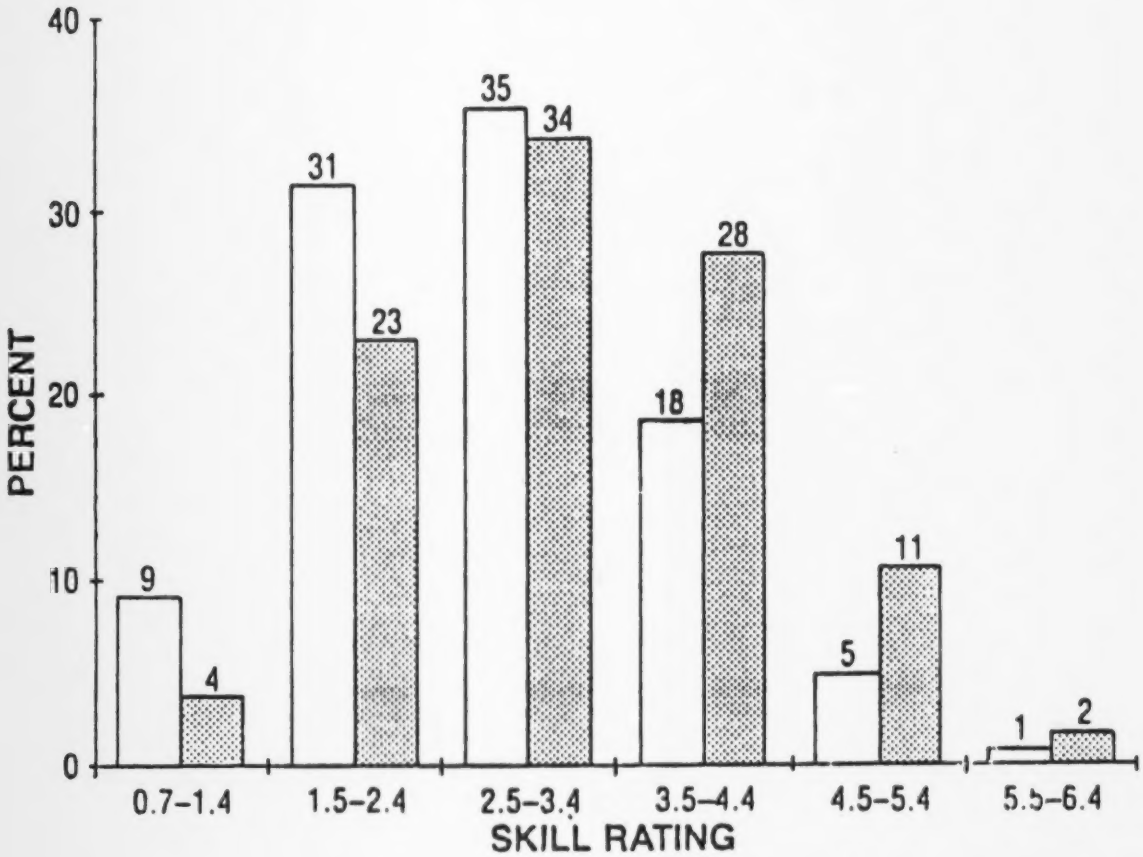
Group	Share of Current Jobs	Share of Labor Force Growth (1985 - 2000)
Women	40.0%	59.3%
Blacks	9.9%	19.7%
Hispanics	6.4%	22.0%

Ages 16-24	19.1%	-09.6%
Ages 25-44	51.6%	44.8%
Ages 45 +	29.3%	64.8%

Source: Work and Workers in the Year 2000, Hudson Institute Projections (1986)

By the year 2000, nearly 75% of all jobs will require some post secondary education and training for entry.

LOW SKILLED JOBS ARE DECLINING



(See rating chart on next page)

Source: Work and Workers in the Year 2000, Hudson Institute Projections (1986)

LOW SKILLED JOB ARE DECLINING (continued from page 2.5)

Skill ratings of typical jobs

Natural Scientists	5.7
Lawyers	5.2
Engineers	5.1
Management	4.4
Teachers	4.2
Technicians	4.1
Marketing and Sales	3.4
Construction	3.2
Administrative	2.9
Service Occupations	2.6
Precision Production	2.5
Farmers	2.3
Transport Workers	2.2
Machine Setters	1.8
Hand Workers	1.7
Helpers and Laborers	1.3

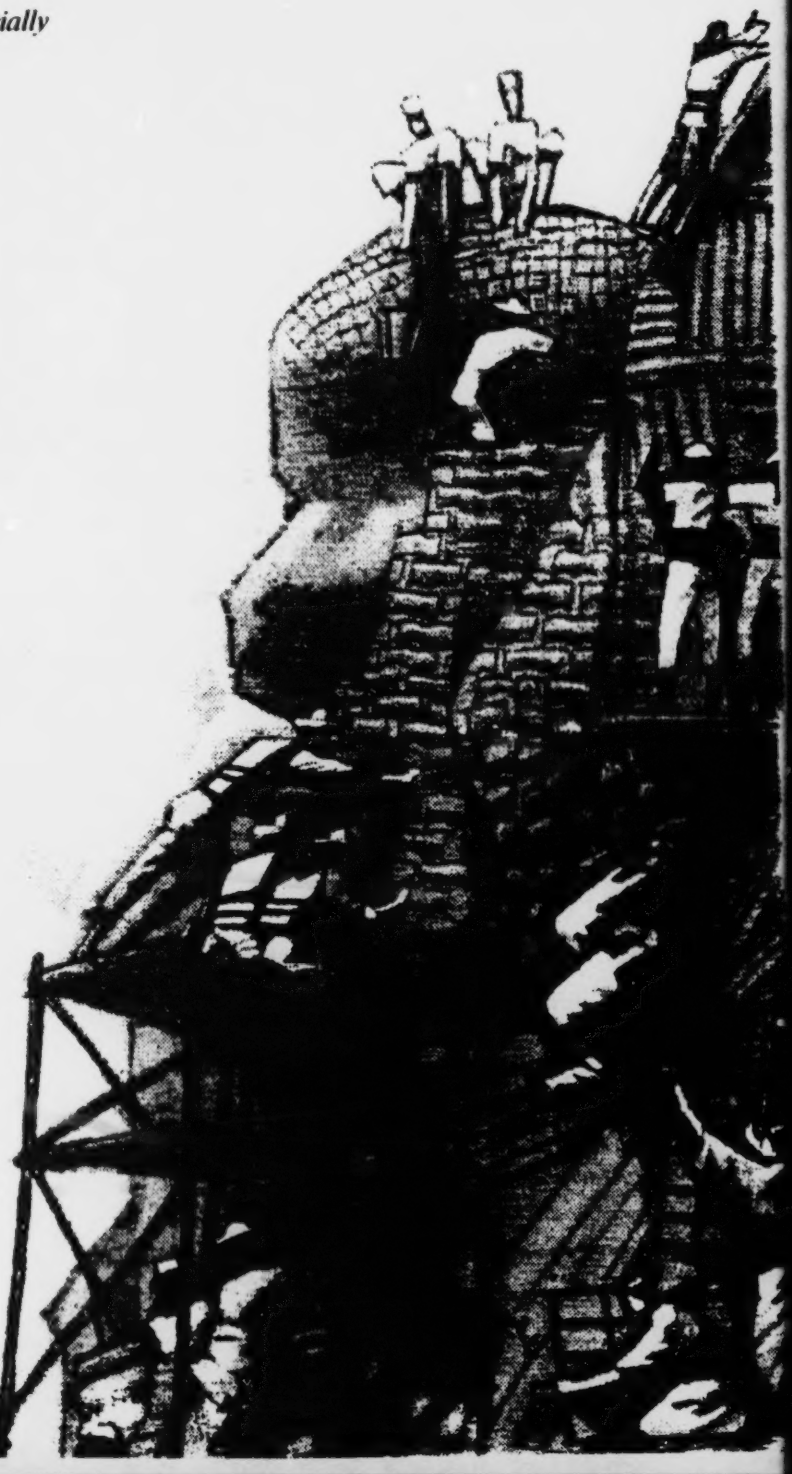
Source: Work and Workers in the Year 2000, Hudson Institute Projections (1986)

Los Angeles Times
SUNDAY
MAY 5, 1991

BEST COPY AVAILABLE

America and the New Immigrant Experience

They are coming in record numbers, especially to California—a boon to the country, or a potential bust?



Coming Together

By Peter H. Schuck

NEW HAVEN, CONN.

Has the melting pot gone the way of Joe DiMaggio and other images of a happier but irretrievably lost America? Some people think a truer metaphor is a laboratory beaker brimming over with explosive, immiscible chemicals in a high-stakes experiment that threatens to go awry. *E pluribus unum*, they fear, is being tragically reversed. Hardly a week goes by without another outbreak of ethnic conflict making the national news. Yet there is ample reason to believe that from many groups we can still forge one politically viable nation.

Ethnic conflict has always been with us, but lately it has become more noticeable, largely because of growth in the number of immigrants, their geographic concentration and their diversity, the politicization of ethnicity, and heightened competition among low-income groups.

In the 1980s we admitted about 8.5 million people, including 2.3 million under the 1986 amnesty law, and the trend was moving upward as the decade ended. This is almost double the total for the 1970s and close to the 8.8 million who came in the first decade of this century when immigration was essentially unrestricted.

The new immigrants are especially visible because they are concentrated in a small number of metropolitan areas. About 80% of the legal ones plan to live in six states; 37% plan to live in seven metropolitan areas in California. The undocumented, who depend more on informal job and protection networks, cluster even more than that; 42% of the amnesty applicants plan to live in those seven California communities. In cities like Miami, Houston, Los Angeles and New York, recent immigrants are already important forces in the local economy, culture and political system.

The newcomers are ethnically and linguistically distinct from most of the native population.

Please see TOGETHER, M6

Peter H. Schuck, a professor of law at Yale Law School, is the author, with Rogers M. Smith of "Citizenship Without Consent" (Yale University Press).

Together

Continued from M1

In 1989 the top 10 source countries for legal (and amnestied) admissions were Mexico, El Salvador, the Philippines, Vietnam, Korea, China, India, the Dominican Republic, Jamaica and Iran. Although many are highly educated, on average they possess fewer skills than either the native population or the immigrants who came during the 1950s.

This remarkable diversity has two major causes: the 1965 amendments to the immigration law and the social chaos caused by the wars in Southeast Asia and Central America. The 1965 changes jettisoned long-standing national-origins quotas, which had favored immigrants from Europe and had permitted little or no legal immigration from Asia, the Pacific, Latin America and Africa.

Meanwhile, the stakes in exclusive group identity have been rising. Ethnic politics assumed new significance during the 1970s and '80s—affirmative-action programs in employment, school admissions and public services transformed ethnic 's social meaning. Ethnic self-assertion gained greater political weight through the coercive, symbolic force of law. Under the aegis of the Voting Rights Act, the Justice Department and the courts countenanced, and even required, gerrymandering of legislative districts in pursuit of racially and ethnically defined conceptions of political equality. "Official English" policies were adopted by a number of states, and bilingual education became a fiercely contested public issue.

Finally, the continuing decline of central cities and lower-class family structures casts a long, dark shadow over the searing process of group competition. Many blacks and Puerto Ricans mired in decaying ghettos resent the upward mobility of more recently arrived Asians, Cubans and Mexicans, who experience less residential segregation even at similar income levels. Competitive anxieties are driving deep wedges between these groups, as exemplified by their split over employer sanctions on the immigration laws and the recent redistricting struggle in Los Angeles County.

Ethnic conflicts must be understood in the larger context of our unique political culture. This culture is remarkably individualistic and competitive, nourishing a level of group loyalty and social fragmentation that other societies would find intolerable. Being a Frenchman, Briton or German is more confining and demanding than being an American. Unlike them, we do not subscribe to a common religious or racial heritage; instead, our cultural ideals are inclusionary: They accommodate everyone who will share the commitment to democracy, toleration, mobility and the rule of law.

U.S. citizenship is easy to acquire, hard to lose and imposes few civic duties. Assimilation, always difficult, is probably easier here than anywhere else: The political culture applauds parochial loyalties; the main pressure to assimilate is economic, not legal, and most Americans celebrate their own immigrant roots.

Without exception, although at distressingly uneven rates, each new group has advanced far beyond its point of origin in the United States. Intermarriage among ethnic and racial groups continues to increase; although black-white intermarriage occurs at a much lower rate, it too has risen dramatically.

All public-opinion evidence indicates that Americans have grown steadily more tolerant of minorities. The political power of the new groups is growing. Upward mobility may take a generation, but for most groups it continues to occur. Latinos born in the United States or who have been here for at least 10 years have already matched the national averages in occupation, education, income and language proficiency. Mexican-origin families are almost as likely to be intact as white ones. A 1988 report by the Civil Rights Commission finds that Asian immigrants generally have higher family and per capita incomes than non-Latino whites, although Vietnamese, Filipino and Indian immigrants still lag behind.

America's performance in integrating ethnic and racial minorities into the mainstream also compares quite favorably with that of other countries, most notably Western Europe. The rise of nativist, often racist movements seeking to bar foreigners is an ugly feature of French, German and British politics, and their support will probably increase as conditions in Eastern Europe deteriorate. Of the significant immigrant-receiving countries, only Canada has arguably done as well as the United States in welcoming immigrants, but it is also much more selective in deciding which ones it will accept.

America's immigrant-welcoming tradition is not merely a thing of the past. We dramatically strengthened this commitment with the Immigration Act of 1990. Among other things, the new law further expands the number of legal immigrants; establishes a safe-haven policy for Salvadorans and others who do not satisfy the technical definition of refugee; facilitates naturalization, and creates a new "diversity" category of immigration for people from countries (some in Europe) that have not recently sent many emigrants here.

I believe that the new law reflects America's attitude toward immigration far better than the media reports of ethnic strife. Both are true, but Americans evidently recognize that in the increasingly multicultural, interdependent, mobile world of the future, our openness to change and diversity will confer an immense advantage on us—economically, morally, culturally and politically. □

SALLY WERN COMPORT / for the Times

Coming Apart

By David Rieff

NEW YORK

To speak in the language of Cassandra goes against the American grain. The tendency to believe that everything will turn out for the best is even more pronounced when the subject is the new immigration to the United States from the countries of the Third World that began after the sweeping reform, in 1965, of a previously racist immigration code. There is ample reason for this hopefulness. To begin with, Americans have the example, in the great European immigration of the early 1900s, of the successful absorption of millions of people who, to the nativists of that time, seemed just as alien as Salvadorans or Koreans today appear to many Anglo and black native-born Americans. Moreover, ours is an insistently optimistic country, a nation that believes passionately in the idea of fresh starts and malleable destinies.

Nowhere is this truer than in Los Angeles, long happy to cover its reality with a dream-factory facade. Now, the rest of the country—the urban areas at least—looks to the prototype New American City and sees the possibility that there can be too many dreams for one place to accommodate, much less assimilate.

By all rights, Los Angeles should never have come into being in the first place, having neither water to sustain its people nor a natural port to sustain its economy. But it came into being nonetheless, and has been flourishing ever since. Small wonder that Angelenos have traditionally been unimpressed by the idea of limits of any kind. And yet, they cannot wish away the contradictions posed by the arrival of so many new people, the challenge their presence poses to traditional ideas of what the American nation is and what it can become.

Immigration is a disruptive experience for all concerned. So much attention is paid to the effect that the new immigration wave is having on Southern California that we often lose sight of just how tragic and dramatic the act of coming to America really is. Those who feel threatened by the presence of so many new arrivals should remember that most of these people have sacrificed everything to come—and that one does not walk from El Salvador to Boyle Heights until impelled by the starkest of necessity.

In any case, given the present economic and social catastrophe in Central America and Mexico, and given Southern California businesses' seemingly limitless appetite for cheap and easily exploitable workers, there is really very little chance that immigration will diminish. The challenge lies in what we will make of it and, as some people are anxiously perceiving, what it is making of us.

In sheer numbers, this new immigration is difficult to grasp: Of the 22 million new U.S. residents counted in the latest census, half—11 million—were Latino or Asian; 4.7 million of them were in California, where total population growth for the decade was 6 million.

It is tempting, but wrong, to see this as a replay of the great wave of immigration at the turn of the century. The nature of the 1970s and '80s immigration is different, as is its effect. For one thing, while people immigrating from Europe in 1900 soon lost contact with their home

Please see APART, M6

David Rieff's book, "Los Angeles: the Third World Capital," will be published in the fall by Simon & Schuster.

BEST COPY AVAILABLE

Los Angeles Times
SUNDAY
MAY 5, 1991

Apart

Continued from M1

countries, today's immigrants either have come to California from a short distance away (like the Mexicans and the Central Americans), or else, thanks to the 747 and the videocassette, they never lose touch with their homelands, even if they come from across the Pacific, from Iran, or from South America.

There is also the broader question of adaptation. The white ethnic immigrants of a century ago came to a country in which a consensus about culture, style, personal behavior and, to a large extent, even religion, was firmly in place. It was not the immigrants that destroyed this consensus: Television, the globalization of the economy, the adventure of suburbanization and the personal automobile have been the real instruments of this transformation. Today's immigrants arrive in a country that, in many ways, only partly resembles the place it was as recently as 50 years ago. Conformity is no longer the norm because there is nothing to conform to, no single national norm of culture, behavior, religion. In these circumstances, to blame immigrants for being different is to miss the point.

There are, indeed, worrying signs that assimilation is being replaced not by acculturation, but rather by a Balkanization of American life, in which every group imagines itself to be incomprehensible to every other group. Add to this the sense among the native-born racial have-nots that they are viewed by whites as second-class Americans, and it is easy enough to see why the multiculturalism that is so much in vogue seems like separatism to Anglos and necessary self-protection to those who defend it. It is one thing to talk about the traditional American idea of the individual being more important than the group to people who believe that they can succeed on individual terms, but quite another to preach this creed to people who have yet to be persuaded that the dominant culture will ever accept them except through the instrumentalities of collective action.

On the face of things, as the economy deteriorates and people are forced to compete against each other for scant resources, for places in universities and, inevitably, for political power, there is little likelihood that any of this will change. Were the various groups, native and immigrant, thrown together more, perhaps a genuine sense of community might be reconstructed even in the inevitably troubling and dislocating context of the new immigration. But in Southern California—in Los Angeles in particular—such a sense of community is attenuated at best. Long before the current immigration began, the pattern of living here—the fact that most people went by car from their houses to their jobs, rarely coming into contact with people all that different from themselves—meant a society in which mutual incomprehension was the norm more than the exception. The famous "alienation" in American life that used to worry sociologists and social critics in the 1950s was largely a product of these atomized, car-dependent circumstances.

The new immigration, by adding racial, linguistic and cultural incomprehensions only heightens the impulse for social separateness (what else is the NIMBY movement, or the purpose of most homeowners' associations, after all?) in a city that has practically taken as a compliment the old jibe that it is a hundred suburbs in search of a center.

The American impulse to "do something" is not the most appropriate for coming to grips with the new immigration. Solutions to the conflicts and tensions will have to evolve. What's important is to recognize the here-and-now reality of many millions of people, each different from the other, choosing to share the same space, the same land, the same dream. And for that, all that's necessary is more discussion, more contact, more—dare one broach the unfashionable thought—charity. □

CALIFORNIA

By Kevin Phillips

WASHINGTON

As America's center of gravity shifts West, California is no longer that crystal ball of national trends. Now, it's almost a mirror—or perhaps a simulcast—of the most important things starting to happen to America.

So forget the tax revolt, hot tubs and computer geniuses tinkering in Santa Clara garages. The California of the 1990s will have to balance the existence of America's most opulent real estate just miles from the most impoverished suburbs. Foreign challenges to Silicon Valley's pre-eminence could send shock waves nationwide—even as the rest of California becomes Japan's beachhead on the U.S. mainland. And state voters show signs of replacing tax-limitation populism with a ballot-box harassment of the insurance, chemical, oil and tobacco industries that is already spreading to other states. Overall, California may even emerge from the Goldwater-Nixon-Reagan era as more Democratic than the nation as a whole—and tilt U.S. politics accordingly.

To some extent, that's because the bloom is off the orange groves. Hollywood may not have to rename the Oscars the Fujis, but California culture is changing. The descendants of the Dust Bowlers who fled to California 50 years ago are moving back to Oklahoma—and so many Asians and Latinos are pouring in that two more generations might just give the Golden State a Third World gilding. California is no longer the Future because, as the Farm Belt and Rust Belt go the way of the Saturday Evening Post, California is becoming the Big Today—with roughly 13% of America's gross national product, 12% of the population and the certainty of having more than 52 of the 270 electoral votes needed to put a President in the White House in 1992.

Some of California's trend-setting stereotypes are still valid and need little comment—being out in front on environmentalism, for example. From auto emissions to offshore oil drilling, toxic substances to restrictions on smoking, the state has been a bellwether. Even the John Birch Society has stopped joking about tree-huggers.

Multiracialism is another California signal of a national transition—although next century's probable nonwhite majority may not be collaborative. High-achieving Asians look down on Latinos and blacks, and the children of these same Asians are an ever larger proportion of the entering classes of top state universities. Whites are being squeezed out—by smog and crime as well as schools—and they are moving by the thousands to Oregon, Washington, Colorado and Oklahoma. There is a net emigration of the white middle-class, something California has never experienced before.

All this gives national relevance to the state's signals in five pivotal areas: the shifting mood of populism; the emergence of homelessness and a widening rich-poor cleavage; rising U.S economic nationalism; the changing balance between conservatism and liberalism, and the prospect of a more pivotal California role in U.S. presidential politics.

Americans tired of voting on so many issues—initiatives, bonds and a whole lot more—can blame a Californian, Sen. Hiram W. Johnson, father of the early 20th Century's popular initiative movement. In the last few years, even Californians have grown frustrated with the crush of initiatives and the flood of dollars spent by pressure groups. Yet even grousing citizens are so fascinated by ballot propositions that politicians are linking their pursuit of statewide office in 1990 to initiatives—a tactic politicians elsewhere are expected to imitate.

This high-intensity focus makes California a "populist" barometer, and the trends of the last few years reveal a move away from the conservative era characterized by Proposition 13 and public-spending limitations. Key initiative successes of 1988, by contrast, increased taxes on cigarettes, set up a far-reaching program for consumer disclosure of alleged carcinogens and mandated a 20% rollback on auto insurance rates. Here, too, other states are watching. Economic, environmental and consumer populism may be replacing the tax revolt and social-issue conservatism variety.

Not unrelated to this changing populist dynamic is the widening division between rich and poor—more noticeable in California than in the country as a whole. Labor analysts are already identifying Los Angeles as a center of re-emerging sweatshops as well as soaring housing prices—1988's median cost of a new home in suburban Orange County topped $231,000. One recent survey located five of the nation's 15 poorest "suburbs" in greater Los Angeles—Cudahy and Bell

Please see CALIFORNIA, M8

California

Continued from M1

Gardens ranked second and third nationally—only a few miles from the "Platinum Triangle" of Bel Air, Holmby Hills and Beverly Hills, where lots with $2-million houses become "tear-downs" so the nouveau riche can build tasteless *palazzi* with motorized chandeliers, petting zoos and heliports.

Pricey real estate has put California in the forefront of the homelessness debate. Tent cities have become issues in Los Angeles, San Francisco, San Jose, Berkeley and Sacramento, along with activist groups enjoying such names as Food Not Bombs. A statewide homelessness-related initiative was narrowly defeated in 1988, and 1989 California polls have shown rising public concern. Last month, national survey data compiled by Richard Wirthlin, pollster for Ronald Reagan, found poverty, hunger and homelessness emerging as the No. 2 national problem.

Still another California focus is rising U.S. economic nationalism. That's because the great debate no longer involves closed Appalachian steel mills—already monuments to an economic past. The new front lines of the trade and foreign investment battles pass right through California—through the embattled semiconductor companies of Silicon Valley, through the rice fields of the Sacramento Delta and even through Hollywood, where giant studios are being gobbled up by Japanese and Australians even as the European Community threatens to restrict U.S. entertainment products. The large U.S. municipality where foreigners own half the big downtown buildings isn't Pittsburgh, it's the City of the Angels; and California is the place where Japan owns almost 30% of the local bank assets.

For many Californians, this is a plus. With the Pacific Century only a decade away, California's seeming emergence as Asia's principal staging ground on the U.S mainland should guarantee state preeminence over Texas, Florida or New York. But California has huge numbers of potential losers as well as winners.

All this isn't the stuff of revitalized Sun Belt conservatism. California's right-tilting identification harks back to 1960s trends evident in Barry M. Goldwater's 1964 GOP presidential nomination—after a critical victory in California's primary—and Reagan's election as governor in 1966. Suburban Orange County became a national stereotype of little old ladies in tennis shoes circulating "Impeach Earl Warren" petitions. Conservatism got a booster shot in 1978-81, when California launched the tax revolt movement and Reagan moved into the White House.

California trends were predictive back in the 1960s, when the state was from 1-3 points more Republican than the rest of the country in three straight presidential elections—1960, 1964 and 1968. Yet in the last contests for the White House, California has turned around, less Republican by 1 point in 1984 and 2 points in 1988. Could Michael S. Dukakis' ability almost to carry the state despite one of the century's most inept campaigns be telling us something?

So the realignment in the Sun Belt isn't necessarily the conservative phenomenon so many expect. Forty percent of the electoral votes shifting in 1991 will come to California alone, while the state could be moving into a more "progressive" mode as new issues bite during the 1990s. Moreover, California's Democratic Party is reemerging with a technological vengeance under the chairmanship of former governor Edmund G. Brown Jr.—Gov. Moonbeam has become Gen. Blitzkrieg. Besides teaming top candidates with ballot initiatives, party leaders have begun mobilizing huge numbers of absentee ballots through tailored appeals. In one recent special congressional election, where Democrats won a 57% landside in a marginal district, a stunning 40% of their votes came from absentees.

California could be gearing up to play a new national part in 1992 or 1996—possibly through an earlier presidential primary. Support is growing to advance California's 1992 primary from June to March. Squeezing the early Iowa and New Hampshire contests out of the limelight in 1992 would spotlight California issues—something Republicans believe would give the national Democratic Party exactly the Hollywood, Malibu and Marin County rope it needs to hang itself. Conversely, though, California could be moving toward a new influence in presidential selection—just when *some* of its themes could also be nationally successful.

So surfboards and sports clothes, even tax revolts and judge-bashing, are yesterday's trendsetting. The starring role California will play in the 1990s should be new, different—and the biggest yet. □

SECTION III

Articulation Council: The Primary Structure of 2+2+2

I. **Statement of Key Concepts**: The fundamental work of articulating courses and programs is carried out by the Articulation Council which is composed of representatives from the high school district (including ROP and adult school programs), the community college, the four-year college or university, and business and industry. Many partnerships broaden their network through the addition of an advisory council. These councils reach beyond segmental representation to community and industry involvement as well as to organizations and programs serving special populations. Such councils provide program and outreach advisement.

- A. Purpose & Activities
- B. Articulation Council Model
- C. Membership of Articulation Councils
- D. Articulation Coordinator
- E. Advisory Committees
- F. Role of Business and Industry
- G. Keys for Success
- H. Exercise: Key Council Players

II. **Overheads**

- A. Model of Articulation Council Structures

III. **Handouts and references**

- A. Appendix 1: Articulation Council Meeting Minutes
- B. Appendix 2: Articulation Council Newsletters

ARTICULATION COUNCIL

Purpose

The Articulation Council is the formal structure for an articulation partnership. Local articulation councils, composed of school and college administrators, teachers, counselors and employers, have been found to be effective in the planning, implementation, and evaluation of articulation programs and activities. Their scope of work may be distinguished in three areas:

- Articulation councils address issues of access and opportunity for a greater number of students to make a smooth transition from secondary school to higher education.

- Articulation councils promote intersegmental cooperation in curriculum development, particularly in the areas of vocational and applied technology education.

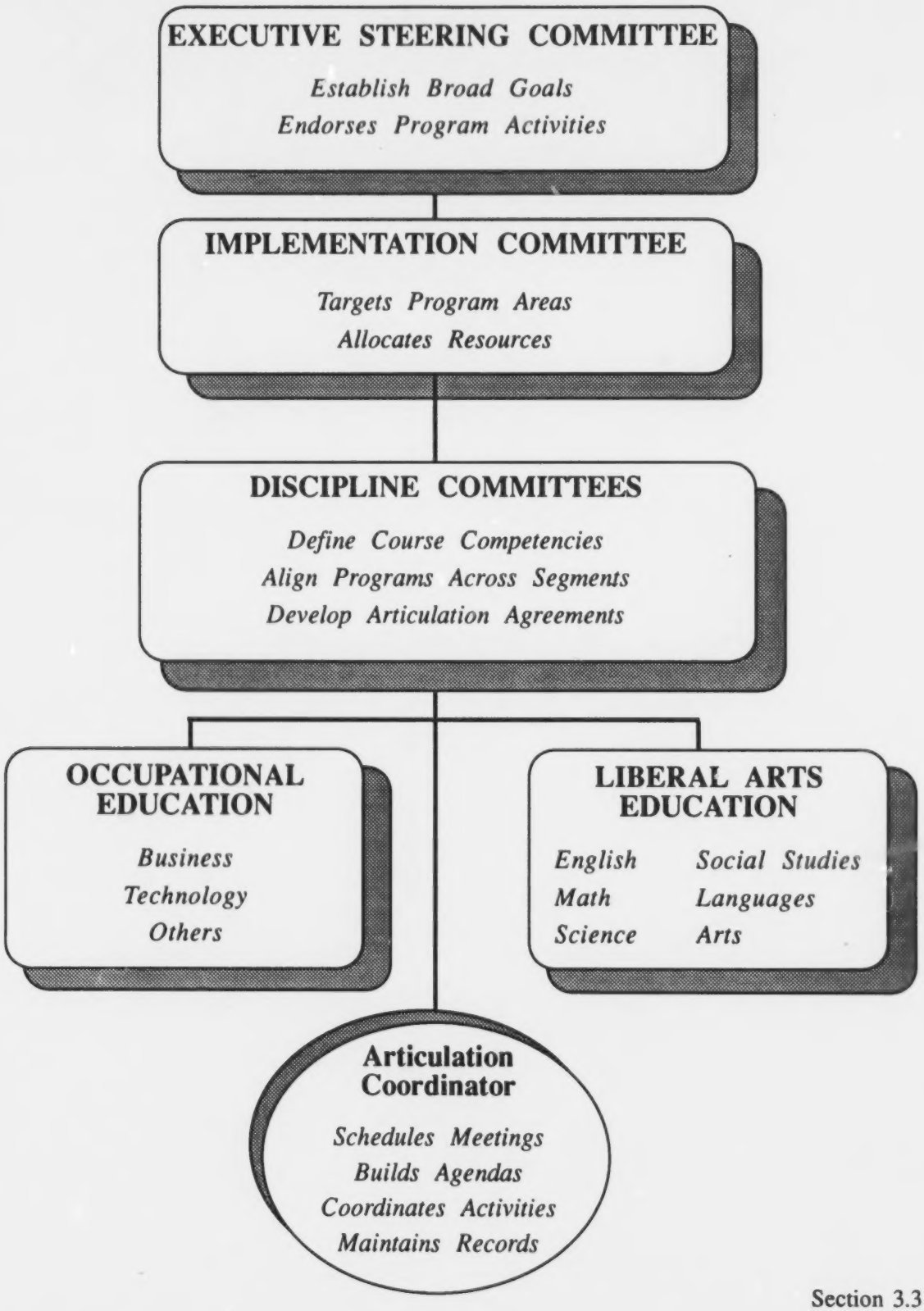
- Articulation councils coordinate local educational programs and services offered in schools, community colleges and four-year colleges and universities.

Activities

The Articulation Council guides the partnership's articulation activities by:

- planning and setting goals for articulation activities
- setting priorities for Council activities
- establishing task forces and coordinating their work
- reviewing and ratifying recommendations of task forces
- securing resources and obtaining financial support for articulation activities

ARTICULATION COUNCIL MODEL



Membership of Articulation Council

I. Executive Steering Committee

High School District	Community College	4-Year College & University	Business & Industry
• Superintendent • Assistant Superintendent • Faculty Representative	• President • V.P. Academic Affairs • Faculty Representative	• President/ Chancellor • V.P. Academic Affairs	• Top Level Management

II. Implementation Committee

High School District	Community College	4-Year College & University
• Assistant Superintendent • Director of Curriculum • Principals • Head Counselors • ROP Coordinator • Department Chairs	• V.P. Academic Affairs/Student Affairs • Dean of Student Services • Deans of Instruction • Dean of Vocational Education • Articulation Officer • Coordinator of School/Business Relations • Department Chairs	• Articulation Officer • Dean of Technology & Industry

III. Discipline Committees

High School District	Community College	4-Year College & University	Business & Industry
• Department Chair • Instructors	• Department Chair • Instructors	• Department Chair • Instructors	• Business or Industry Rep.

Articulation Coordinator

- Meets with faculty, administrators, coordinators, specialists, counselors, advisory committees, and community representatives at each participating institution to present and facilitate the goals, objectives, and priorities of 2+2+2 articulation.

- Takes and maintains minutes of all Articulation Council meetings; maintains Council records.

- Provides resources and support to faculties and student support staff writing articulation agreements.

- Encourages and motivates faculties to participate in articulation.

- Reviews written agreements; facilitates approval process through Steering Committee and at each participating institution.

- Attends regional articulation conferences.

- Attends all articulation meetings at each participating institution; attends advisory committee meetings as appropriate.

- Facilitates distribution of 2+2+2 promotional materials; assists in the development of marketing plans for special student populations.

- Facilitates arrangements of proposed articulation-related events, such as student mentoring and campus visitations.

- Assists in the design of an evaluation program and tracking system for secondary and postsecondary program participants.

- Develops and updates the 2+2+2 Articulation Handbook and other articulation documentation forms.

- Monitors the budget and looks for external funding opportunities.

Careers 2000 acknowledges **Cerritos College** and their publication **The START Program: Success Through Articulation.**

Advisory Committees

Advisory committees enable partnerships to broaden their network and enhance program development through:

- Involvement of specific business or industry representatives

- Inclusion of organizations and programs serving diverse populations

- Utilization of school & community resources

- Increased funding opportunities

- Program specific advisement, outreach, and work experience opportunities

Role of Business & Industry

2+2+2 articulated career education programs provide a unique opportunity for business and industry to participate in the partnership, not only as sources of funding and resources, but also as vital contributors to the development of a curriculum that reflects the skills and competencies required by local employers. Their involvement may include:

- Articulation Council
- Advisory Committees
- Funding Sources
- Sources of Internships
- Job Placement

KEYS FOR SUCCESS

- **The Policy Makers:** School boards and trustees must ensure an institutional commitment to program coordination and articulation. They should hear progress reports on articulation activities at least twice annually.

- **The Chief Executive Officers:** Leaders of the college and school systems must take the responsibility to begin the dialogue and maintain communication. Only top-level leadership will sustain this kind of effort. In addition, it is the top administrators that will give clear signals to principals and faculty that articulation needs to be an important and sustained effort.

- **The Articulation Coordinator:** One individual must be assigned to serve as executive secretary or executive director of the project. Someone must have the responsibility to build the agendas, call the meetings, maintain the action record of meetings, coordinate planned activities, evaluate progress toward stated goals, maintain a time-line schedule, and edit the reports.

- **Faculty Release Time:** Participants should receive some recognition and reward initially, including reduced work loads where possible. This is particularly important for those key instructors involved.

- **The Program Focus:** Agreement should be reached early in the discussions on a priority for action. One or two programs that look like winners should be selected for initial articulation efforts. Take the easy ones first and be successful.

- **The Specific Charge of Duties:** An outline of purpose, time-lines, and duties should be developed for the participants.

- **Periodic Progress Reports:** regularly scheduled periodic meetings to review progress are essential to sustain articulation efforts.

- **Articulation Agreements:** The end product should be a formal written agreement that is widely distributed among those who must carry the agreement into action.

- **Annual Review:** All agreements should be reviewed on an annual basis.

Parnell (1985)

Exercise: Identifying Key Council Players

	High Schools	Community Colleges	4 Year Colleges & Universities	Business & Industry
Administrators				
Curriculum Representatives				
Vocational Education Representatives				
Student Services Representatives				
Faculty Representatives				

Section III

APPENDICES

Appendix 1: Articulation Council Meeting Minutes

Appendix 2: Articulation Council Newsletters

2+2+2=$TART
$uccess Through ARTiculation

An Articulation Consortium of Cerritos College and the Unified School Districts of ABC, Bellflower, Downey, and Norwalk-La Mirada, and the California State University

---

MINUTES
ARTICULATION COUNCIL
APRIL 18, 1990
CERRITOS COLLEGE BOARD ROOM

I. WELCOME AND INTRODUCTIONS

Dr. Ernest A. Martinez, President/Superintendent, Cerritos Community College District, welcomed members and guests to the meeting of the Articulation Council beginning at 8:25 a.m. in the Cerritos College Board Room. Those present were as follows:

- Keith Adams, Dean of Vocational Education and Extended Day, Cerritos College
- Georgette Arnold, Assistant Superintendent, Curriculum/Instruction, Bellflower Unified School District
- Mark Diaz, Counselor, John Glenn High School, Norwalk-La Mirada Unified School District
- Jim Durkin, (Presenter) President, Creative Learning Systems, Inc., San Diego
- Lorraine Edson-Peron, Assistant Professor, Math, Cerritos College
- Marge Hohly, Assistant Professor, Business Computer Information Systems, Cerritos College
- Dr. Robert Kunst, Chair, Technology Education Department, California State University, Long Beach
- Randy Peebles, Instructional Dean, Technology Division, Cerritos College
- Jim Peter, Professor, Science/Engineering/Math Division, Cerritos College
- Dr. Lee Powers, Principal, ABC Adult School
- Gail Quinn, Presenter, Long Beach Unified School District
- Linda Sampsel, Clerk, Cerritos RAVE Council
- Richard Sims, Counselor, Downey Unified School District
- Betsy Stewart, Assistant, Vocational Education and Special Projects, Cerritos College

II. MINUTES OF FEBRUARY 7, 1990

The minutes of the last meeting of the Articulation Council held at ABC Unified School District on February 7, 1990, were attached to the agenda for information.

III. PRESENTATION OF "TECHNOLOGY 2000 PRE-ENGINEERING LAB"

Ms. Gail Quinn, Assistant Director of the Aerospace Technology Magnet Program for the Long Beach Unified School District, gave an overview of the program which articulates between one high school (in conjunction with two middle schools and four elementary schools), Long Beach City College, and California State University at Los Angeles. The focus is on minority students planning careers in aerospace or

BEST COPY AVAILABLE

aerospace-related employment. The magnet program, funded by a federal grant for $3.1 million for the first year, was designed in response to a plea from aerospace for highly skilled sate-of-the art technicians to fill more than 30,000 new jobs with major aerospace firms over the next few years.

Mr. Jim Durkin, President of Creative Learning Systems of San Diego, showed slides of the configuration of the Technology 2000 Smart Labs specially designed for grade 7-12 engineers at participating schools. He also showed a video of teachers utilizing the labs with a new kind of teaching method where the teacher is more of a facilitator. He also brought an actual mock-up of a "smart lab".

In addition, Ms. Quinn and Mr. Durkin distributed a handout entitled, "Aerospace Technology Magnet--A Partnership with the Southern California Aerospace Industry Education Council." The Goal of the program, as stated on the handout front cover, is "To strengthen the knowledge of academic content and to develop marketable technical skills."

IV. COMMITTEE REPORTS

A. BUSINESS/TECHNOLOGY

Speaking on behalf of Mr. Bill Evans, Articulation Liaison for Business Education, Mr. Adams reminded the districts about the Business Honors competition at the College coming up on May 8. At least nine high schools are expected to compete in areas of typing, word processing, accounting, etc. In addition, Mr. Evans is revisiting each school where we previously had articulation agreements with the College's former Data Processing 10 class which was later renamed BCIS 10. This course is no longer offered at the College and perhaps former articulated classes could be replaced with BCIS 40.

B. COUNSELING AND GUIDANCE

Dr. Egan reported that she has been in contact with the high school counselors and teachers to recruit students for the upcoming Ride-Along Program. The College will be sending buses to high schools to pick up students enrolled in technology classes (particularly drafting and automotive) and business education classes. Patrick Kennedy will be coordinating buses. Tentative dates of the Ride-Along programs are May 8 (Bellflower and Downey), May 10 (Norwalk-La Mirada) and May 15 (ABC).

During the Ride-Alongs, students will be visiting classes in session, will be given an overview and orientation to the college, and will visit Admissions and Records where they will, hopefully, fill out an application to register. Articulation (2+2+2) will again be explained to them.

C. ENGLISH/ESL

No report

D. MATH/SCIENCE

Mrs. Edson-Peron thanked those present for their support of the very successful Math-science Mini-Conference of March 28, 1990. She reported 80+ participants consisting of teachers, counselors, administrators, and students from the four

unified school districts who attended sessions in the areas of math, science, and technology.

She announced that the next event will be a Math Field Day April 28 when they expect 120 students to participate. She stated it has been a very successful opportunity in the past for students to become aware of Cerritos College.

She also reported she is continuing work on the articulation agreements.

V. UNIVERSITY UPDATE

A. CALIFORNIA STATE UNIVERSITY, LOS ANGELES

No representative present.

B. CALIFORNIA STATE UNIVERSITY, LONG BEACH

Dr. Kunst reported California State University at Long Beach has a similar articulation project going with Golden West College. He stated that our biggest problem is teacher education, saying CSULB is putting out about 12 teachers in industrial education and that is more than any of the other CSUs combined.

VI. ARTICULATION PROJECT PROGRESS--DISCUSSION

A. RIDE-ALONG

As noted above under Counseling and Guidance Committee report

B. ORIENTATION PROGRAM

After the Ride-Alongs are concluded, student lists will be generated utilizing articulated students' names, and they will be invited to special orientation programs scheduled for July 16, 23, and 30. Students will be encouraged to bring their Articulation Certificates to the orientation session, at which time they will be allowed priority registration.

C. MONITOR'S VISIT

Mr. Adams announced that on April 26, the state monitor from the Chancellor's Office, Ms. Lucy Berger, would be monitoring the project. She will begin at John Glenn High School and return to Cerritos College about 11 a.m. to talk to the Project Director (Mr. Adams), Co-Director (Mrs. Stewart), a representative from one of the four-year schools, Mr. Diaz from Norwalk-La Mirada USD, and representatives from Bellflower Unified School District and ABC Unified School District. Accompanying Ms. Berger will be Marlene Fredericksen, the evaluator.

VII. REPORTS OF DISTRICTS--ROP--RAVE COUNCIL

Time was not available for these reports.

VIII. ADJOURNMENT

MEETING ADJOURNED AT 10 A.M.

uba:ac0418.min

2+2+2=$TART

$uccess Through ARTiculation

An Articulation Consortium of Cerritos College and the Unified School Districts of ABC, Bellflower, Downey, and Norwalk-La Mirada, and the California State University

NEWSLETTER

APRIL, 1991

1 PRINCIPALS' COUNCIL NOW SERVES AS THE ARTICULATION COUNCIL

In an effort to bring the articulation effort closer to the faculty, counselors, and students, the meetings of the four feeder unified school districts principals will now serve at the Articulation Council meetings. If you have any suggestions, agenda items, etc., please let your principal know. The first meeting was held January 16, 1991.

DISTRICT-WIDE FACULTY MEETING AND COMPLIMENTARY DINNER APRIL 24

All business and technology teachers throughout the district are invited to meet at Cerritos College on Wednesday, April 24, 1991, from 3 p.m. to 7 p.m. A complimentary dinner is being planned as part of this annual workshop program. Mark your calendars for participation. The purpose of the meeting is to discuss articulation, review articulated curriculum, and address problems and issues of mutual concern.

3. RIDE-ALONGS SCHEDULED

Ride-Along programs for 2+2+2 senior students are scheduled for April 29 and 30 and May 1, 1991. A Ride-Along is where buses transport students in 2+2 articulated classes at the secondary level to Cerritos College during the day. During that time, students will have an opportunity to see the matriculation process and student services at the College as well as being able to see articulated programs in action.

COUNSELORS MEETINGS

High school, adult school, and ROP counselors have met twice this school year—on November 28, 1990, and March 6, 1991. Purpose of the meetings was to discuss marketing 2+2+2 with parents and students; the identification of interested students; the organization of the ride-along programs, etc.

5. DR. HELFGOT TO COORDINATE 2+2 EFFORT

Dr. Steve Helfgot, Secondary Schools Outreach Counselor for Cerritos College, has been assigned the responsibility of 2+2 coordination with the secondary schools. Ms. Pam Day will be assisting him with providing services to identified articulated students. They will work with the designated articulation/ transfer counselor at each high school. Those counselors are as follows:

Artesia High School	Robert Bess
Bellflower High School	Lorie Geery
Cerritos High School	Norm Sagara
Downey High School	Richard Sims
Gahr High School	Leona Lewis
John Glenn High School	Mark Diaz
La Mirada High School	Tom Tona
Mayfair High School	Judy Rayes
Norwalk High School	Howard Bever
Valley Christian High School	Bobbie Hoeksira
Warren High School	Ron Richardson

6. VOCATIONAL EDUCATION SUBCOMMITTEE MEETS

Members of the 2+2+2 Vocational Education Subcommittee will meet on Monday, April 15, 1991, from 3:30 p.m. to 5 p.m. in Cerritos College Community Services, Room A. Purpose of the meeting is to plan activities that will complete the requirements of the 1990-91 2+2+2 grant. This meeting is for business and technology 2+2+2 faculty who have agreed to be consultants.

7. KUDOS TO 2+2+2 FACULTY AND COUNSELORS

Mark Diaz and Dave Hauske from John Glenn High School are serving on a statewide 2+2 Tech Prep Committee for high school programs. Mr. Diaz is also part of the statewide evaluation team for the Evaluation and Training Institute to provide input

on the design of the evaluation instrument. Mr. Hauske has also been asked to participate on a county-wide committee to review development of Tech Prep and Principles of Technology.

Steve Bruhns from Gahr High School serves on a California Department of Education state committee regarding " Exploring Technology " for 9th and 10th graders. Max Lizzarraga, also from Gahr High School, was instrumental in procuring eight CAD stations with color monitors.

Ms. Jean Kinda from Bellflower High School completed the Business Education Leadership Institute and was listed in the California Department of Education Publication, "Who's Who in Business Education." Mrs. Trish Farber, Bellflower High School Mentor teacher, and Mrs. Marilyn McDowell and Mrs. Marilyn Van Sant, Counselors at Bellflower High School, are sponsoring eight seniors through community events to encourage them to attend community college and/or four-year colleges to become teachers.

Keith Adams, Dean, Vocational Education/Extended Day at Cerritos College, has been appointed to a two-year term as a member of the State Committee on Career/Vocational Education for implementatation of the new Carl Perkins Vocational and Applied Technology Education Act.

• 8. SCHOOL DISTRICTS MOVE TO "INSTITUTIONALIZE" 2+2

School districts have received bright green posters listing their articulated classes. These have been posted in articulated classrooms.

Bright orange flyers declaring, "2+2+2=$" and that "This Course Equals College Credit, Now," have been sent to each school for classroom posting. If you have not received your flyer, contact your articulation/transfer counselor or call Cerritos College today.

A new brochure was printed in the fall and distributed to all articulation/transfer counselors.

The Cerritos College "Schedule of Classes" now contains a listing of all the 2+2+2 articulated classes.

Bellflower Unified School District denotes all articulated classes with a "C" in their yearly high school course catalog which all students receive. The catalog explains that students may use high school classes and their Cerritos College education toward obtaining a Bachelor's degree at Cal State University Los Angeles and Long Beach.

Norwalk-La Mirada Unified School District utilizes the 2+2 bright green brochure and the 2+2 flyer during SB813 evening counseling for every tenth grader.

The above are included as part of the articulation packet given to parents and students.

Counselors at Gahr High School also utilize 2+2 flyers and brochures during evening counseling. Faculty at Gahr High School utilize 2+2+2 articulation flyers, brochures, and posters as part of their career day booths and presentations.

John Glenn High School's newspaper, "Eagle's Flight," ran a half page advertisement regarding the school's 2+2 articulated classes. If your school newspaper would be interested in running an ad, let us know. We can pay for it.

• 9. MATH AND SCIENCE FIELD DAY

The science and math articulation subcommittee of the Articulation Council has scheduled a field day for Saturday, April 27, 1991, at Cerritos College. Registration begins at 8:30 a.m. with the contests to begin at 9. The event is expected to end about 1:30. This annual event is sponsored annual by the Science and Math Subcommittee of the ArticulationCouncil. Contact Lorraine Edson for more details.

•10. EXPANDING YOUR HORIZONS

On Saturday, March 9, 1991, the Math and Science Subcommittee of the Articulation Council sponsored "Expanding Your Horizons"--an event to attract young people, especially women, to the math and science areas. Almost 80% of the math and science teachers at Cerritos College were on hand to give presentations. Many junior high as well as high school students were in attendance.

•11. BUSINESS ED HONORS COMPETITION

The Business Ed Honors competition will be held at Cerritos College Thursday, May 9, 1991, from 2:30 to 6 p.m. Coordinating the competition will be Dr. Jim Kenny from the College's Business Division. He can be reached at 860-2451, Ext. 285.

WE NEED MORE NEWS!! We want to share more news regarding articulated classroom teachers and counselors and staff. We also want to share how your school is marketing 2+2+2. Let us know by contacting Keith Adams, Consortium Project Director at (213) 860-2451, Ext. 215, or Betsy Stewart, Assistant, at Ext. 332.

ARTICULATION ANNUAL REPORT FALL 1988

Long Beach Community College District
Long Beach Unified School District

Section 3.16

Articulation — more than a buzzword

For the second year, faculty at the Long Beach Unified School District and Long Beach City College have teamed their efforts to help students cut costs and bypass repetitive classes in their move from high school to college.

Articulation — the name for the process of smoothing that transition — has proven itself to be more than a buzzword. It is a synonym for success — increasing the relevance of higher education for high school students, paving a clear path from high school course work to a degree or employable skill, and expanding interaction between the faculty at the high school and college levels.

The Long Beach program is a leader in the state. In 1988 it was designated as a demonstration project. Coordinators Linda Huy from the college and Judy Harvey from the unified district shared their expertise with representatives from the California Community College Chancellor's Office and other colleges involved in developing articulation projects.

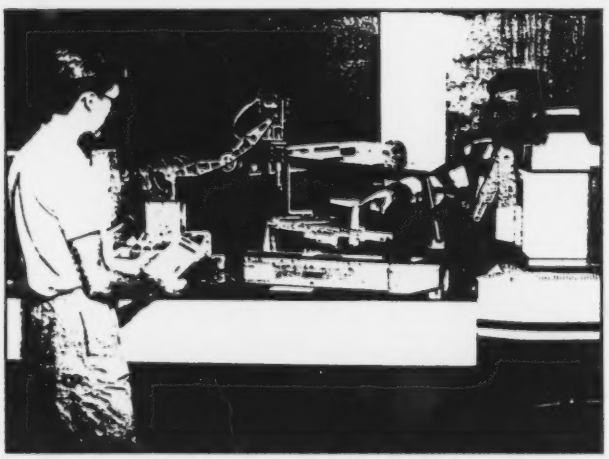
Long Beach City College hosted a statewide conference March 9, 1989, which more than 100 people attended. Keynote speaker Dr. Dale Parnell, a national leader in articulation and author of *The Neglected Majority*, considered the best statement of the need to coordinate secondary and postsecondary programs. Workshops covered a variety of topics such as awarding college credit for courses taken in high school, tracking and evaluating student progress, and faculty and counselor involvement. Specific subject area articulation projects were also highlighted.

On May 11, 1989 Dr. Beverly O'Neill, college president; Dr. Tom Giugni, unified district superintendent; and Linda Huy addressed the California Community College Board of Governors in Sacramento on the Long Beach project.

Spotlight on electronics

The electronics program has been a leader in the articulation effort. Two electronics instructors, Dr. Bud Johnson at Long Beach City College and Larry Patten at Lakewood High School, began discussing articulation in 1985. Bud had served as an articulation consultant for another college district, and the two men worked for two years to award science credit to completers of high school electronics classes, a move that boosted program enrollments district-wide. For two years an informal articulation arrangement existed. Once the formal process was established, the electronics program was one of the first with an agreement.

Bud believes an important part of the articulation effort is that students take the placement exam in the high school classroom in the spring, before graduation. "That way they already know they have college credit or advanced standing and a reserved seat when they come to college in the fall," he says.



Long Beach City College instructor Leonard Feiman discusses electronics class work with a student.

A total of 32 students earned advanced placement and/or college credit in Fall, 1988, the first year of the program, representing 95 percent of the students cashing in articulation certificates. "About half of those students enrolled in the first year, and others may choose to do so in the future," Bud says, adding, "The bulk of the credit belongs with the high schools; it wouldn't happen without them."

Lakewood High's Larry Patten is pleased with articulation. "Without it, we're losing too many good kids," he says.

"Articulation formalized what we were doing before," Robert Weaver, Poly High School electronics teacher, says. "It's a good thing to coordinate, and make a smooth flow for the students; it is important for them to know what is expected of them at the college level."

Bruce Turner taught electronics for four years at Jordan High before joining the Millikan staff to start the electronics program there two years ago. "The unified district has two of the five best electronics programs in the state," he says. "Aerospace firms tell us they can take students right out of high school and put them to work." He is glad to have articulation, because "former students tell us when they went to college, they were saying of the subject matter, 'We had that already.'"

Wilson High's instructor Gary Johnson notes his electronics enrollments have increased from four to seven classes per semester over the past three years. He attributes the growth to the awarding of science credits, adding, "I'm excited about articulation. A lot of my students are interested in careers in electronics."

BEST COPY AVAILABLE

Spotlight on aviation

A bold, new approach to prepare students for careers in aerospace brings together high school, college, university and industry. Fred Kimbrel, coordinator of the new aviation center for the unified district considers the high-tech effort "vital to the future of our students, schools and the aerospace industry." Fred was named to set up a magnet program at Lakewood High School in May, 1988, a plan conceived by Ed Eveland, assistant superintendent, secondary division.

Aware of an arrangement between Long Beach City College and the Southern California Aerospace Council guaranteeing employment to students completing an established set of courses, Fred articulated a plan with the college allowing high school students to complete up to eight classes in that core curriculum. About half the courses existed at the high school; the balance had to be developed.

"We opened our doors in September, 1988 to 52 students, and second semester, started another 45," Fred says of the first year. "Our maximum size will be 350." He reports an ethnic mix that reflects the district's diversity, and a 27 percent female enrollment.

"It all started to come together at the same time," says Dr. Kim Badrkhan, associate dean at Long Beach City College. "At the same time the unified district was putting together the aviation center, we received a grant to articulate classes and develop a brochure publicizing this unique, '2+2+2' program," he says. "Several people from the college were involved in working out the various competencies, including Willy Van Asten, Bill McKee, and Dr. Bud Johnson, department heads of welding, drafting and electronics, as well as associate dean Leon Wood."

Students in Mike Stebbe's manufacturing technology machine tool class in the Aviation Center at Lakewood High School try their hand at the lathe.

The resulting agreement allows students completing the basic set of classes at the high school to take an entry-level aerospace job or go on for advanced training at the college. Those completing the second level at the college are prepared for more advanced work or may complete a bachelor's in fields such as business administration, engineering or manufacturing. The college has articulated programs with California State University campuses at Los Angeles and Dominguez Hills.

Industry support is strong, Fred says. Firms such as McDonnell Douglas, Northrop, Hughes and Rockwell have provided time, money and materials in support of the program.

A look at the record

In its first year, articulation agreements were drawn up in 22 subject areas, affecting 50 sections among the five unified high schools. They are registered and vocational nursing, clothing construction, child development and parenting, food service occupations, electronics, French, German, Spanish, hospitality and tourism, housing and interiors, medical assistant, medical-clerical occupations, and sales and marketing.

There were 262 seniors who received articulation certificates. They all graduated, and 35 used those certificates to gain advanced standing at Long Beach City College.

The second year saw 14 new agreements drawn up, potentially offering hundreds of additional students the chance to seek advanced placement in future years. Those agreements were in child development, computer classes, criminal and civil law, beginning drawing and painting, food selection and preparation, industrial drafting, metals, welding, and word processing.

Word processing instructor Carolyn Price gives a Jordan High School senior pointers about a new software application.

BEST COPY AVAILABLE

Counselors were updated on latest articulation efforts in a spring breakfast meeting. Pictured are Dave Moorhead, left, and Bill Judd.

How it works

The high school and college articulation coordinators arrange meetings between interested faculty members from both districts. The initial meeting usually involves the faculty getting to know each other, and discussing student competencies to be achieved in their courses, teaching strategies, texts and materials used, equipment, and grading. If the two faculties decide their courses "match," they determine competencies and draw up and sign an articulation agreement.

The formal agreement is presented at the next meeting of the Articulation Council for approval. Once accepted, agreements continue to be evaluated and reviewed by faculty at both districts.

Each articulation agreement has its own set of conditions and stipulations ranging from credit-by-examination to waiving or modifying a program requirement or awarding advanced placement.

Students who have successfully completed articulated high school courses will be given an articulation certificate. They present their copy of this agreement to a Long Beach City College counselor or faculty member in the articulated area. The college staff will then determine if the conditions of the agreement have been fulfilled and if so, into which college course the student is eligible to advance or receive college credit.

Spotlight on art

"Rigid requirements" is a phrase Long Beach City College art department head Dick Keyes uses to sum up the two art articulation agreements forged during the past year. They are unique, compared to earlier agreements, because of their portfolio requirements.

Instructors from the unified district approached the college to initiate the agreements, Dick says. Working with Sherry Swan, consultant, art education, were Joseph Blenderman and Sandra Lucas from Millikan, Jeanne Ellis from Wilson, Kathleen Lipold from Jordan, Renate Schoedl from Poly, Delores Snell from Reid and Helen Vest from Lakewood.

The articulation agreements cover beginning drawing and beginning painting. High school instructors provide certificates to those tenth through twelfth grade students they believe are eligible to bypass the entry-level college art classes.

Students receiving these certificates turn them in at the college, presenting a portfolio of 15 works to receive credit for the beginning drawing class, or 10 to 12 paintings and an essay demonstrating their knowledge of art history, for the beginning painting class.

"The credit is received after the student has successfully completed another art class at the college," Dick says, adding that college instructors Jim Simpson and Joe Van Hooten, who worked on the agreements with him, would jointly judge the portfolios submitted each fall and spring.

College art department head Dick Keyes discusses painting with a student.

Sandra Lucas, new to Millikan, has taught for 20 years at Jordan, where she served as art department head. "It's our job to develop the opportunities to make it easier for serious art students to go on," she says. "It was a real challenge to pound out the agreement but I'm glad we did it. In 20 years we've never met with the college instructors and here we're trying to get our kids to go to college."

Dick agrees only top students will be likely to seek and receive credit for the classes each year. He believes beginning ceramics and sculpture offerings would also lend themselves to articulation.

BEST COPY AVAILABLE

SECTION IV:

Faculty Involvement

I. **Statement of Key Concepts:** Faculty are a crucial component of any 2+2+2 program. Their ability and willingness to be involved will be a function of the degree to which they understand the approach, believe that it will assist them in motivating and retaining under-represented students in their programs, and perceive that they are appreciated by the administration and their colleagues. Counselors and faculty must work closely together.

A. Guiding Principles

B. Benefits

C. Scope of Involvement

- articulation activities
- program activities
- tracking activities

D. Staff Development and Team-Building

II. **Overheads**

A. Benefits of Articulation for Faculty

B. Scope of Involvement

C. Staff Development and Team-Building

III. **Handouts and references**

A. Appendix: Self-Assessment Tool

FACULTY INVOLVEMENT

Guiding Principles

Begin small, provide opportunity for people from the different segments to meet face-to-face and communicate, take your time, do not try to force articulation; look for winners, and let people know what you are doing.

~ State Center Community College District ~

- Involve faculty early in the process

- Cultivate faculty-to-faculty dialogue

- Schedule frequent and regular meetings between secondary and college faculty

- Plan staff development and in-service training for high school and college faculty

- Provide faculty release time to develop and document written course agreements

Benefits of Articulation for Faculty

- Increased student success
- Increased communication among segments
- Sense of professional renewal and enthusiasm
- Clarification of competencies needed for next segment
- Sharing of facilities, materials, and expertise
- Upgrading of course outlines to "state-of-the-art"
- Formalized recruitment policies and procedures

Scope of Involvement

	Faculty	Counselors
Articulation Activities	• Participate on Articulation Council • Develop course equivalencies • Define criteria for credit • Write articulation agreements • Review articulation on annual basis • Initiate procedures for articulating additional courses	• Participate on Articulation Council • Articulate student services • Develop outreach plan • Maintain a list of articulated courses and articulation agreements for students, faculty and colleges
Program Activities	• Influence and encourage students to continue their education • Publicize articulated courses and programs to students and parents • Encourage students to make an appointment with guidance counselors • Make classroom presentations at other segments • Distribute recruitment materials	• Coordinate outreach activities with other segments • Distribute recruitment materials • Advise students regarding articulated curricular pathways • Reinforce criteria and procedures for transferring credit • Provide assistance through referral to student support services
Tracking Activities	• Distribute *Statement of Intent to Participate* forms to enrolled classroom students • Distribute *Certificate of Completion* forms to students meeting criteria • Forward articulated course roster and certificates to counseling department	• Distribute *Statement of Interest* forms • Maintain active list of interested students for recruitment and tracking • Place copies of certificates of completion in student files • Forward copies of certificates with official transcripts

Staff Development & Team Building

Staff development and team building are essential to the success of the articulation process. Inter- and intrasegmental activities include:

1. **Organizational meetings:** designed to acquaint faculty and staff with the concept of articulation, to explain the goals of 2+2+2 programs, and to provide opportunity for evaluation of how existing programs and services can be utilized in the coordination of articulation efforts. Organizational activities may include:

   - Presentations
   - Faculty-to-faculty work sessions
   - Intersegmental Task Forces

2. **In-service training:** designed to describe 2+2+2 programs and the specific role of staff, faculty and administrators in implementing the program at all levels. In-service training may be accomplished through:

   - Departmental meetings
   - School level workshops
   - Intersegmental in-service presentations

3. **Handbooks:** designed to provide faculty, counselors and students with detailed information regarding 2+2+2 programs at each level. These handbooks may include:

   - Program planning worksheets
   - Career pathways information
   - Articulated course descriptions
   - Enrollment forms
   - Transfer-of-credit procedures

Section IV

APPENDIX

Self-Assessment Tool

APPENDIX 1

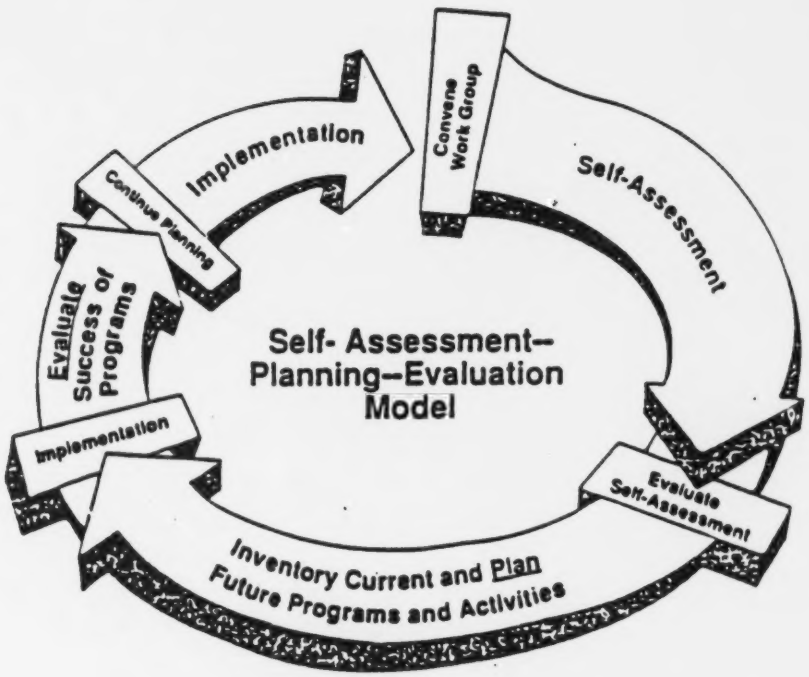
SELF-ASSESSMENT OF YOUR PARTNERSHIP PROGRAM

Tools for Self-Assessment

Careers 2000 acknowledges the **California Community Colleges Chancellor's Office** and their publication **Building the Bridge for Better Education, Report II.**

The Self-Assessment — Planning — Evaluation Cycle

Planning and evaluation activities go hand in hand; one cannot be adequately addressed alone. Program planning is best accomplished with a clear notion of the intended outcomes of the program, and programs cannot be evaluated without having first identified the *planned* objectives of the program. After self-assessment, an organization is able to identify needs and thus plan and implement programs. After implementation, evaluation is necessary to further refine and plan programs in order to ensure that program goals are being reached. The cycle is continuous:



Perception Check For Principle Players

This section provides self-assessment instruments with which the college may 1) evaluate its perceived climate as it relates to criteria shown to contribute to the success of partnership programs and 2) evaluate the perceived levels of implementation and satisfaction with partnership activities. These are the formative (evaluating the process) portions of the evaluation model and are intended to assist the college in assessing the degree to which perceptions regarding the status and quality of partnership are shared. These instruments will also assist identifying successes of the partnership program as well as areas in need of additional effort. With the responses to the instruments, the college will be able to plan future direction and activities.

It is suggested that the Perception Check for Principle Players survey instruments be completed by persons who should theoretically be informed of articulation practices and who represent various constituents of the process, for example:

1. College articulation officer
2. College CEO
3. High school district superintendents and assistant superintendents
4. Secondary school principals and assistant principals
5. High school faculty representative(s)
6. Other involved staff such as CIO's, CSSO's, counselors

The number of respondents should be kept to a manageable and meaningful size, approximately 20 to 50. (Be certain to place the title of the respondent on the instruments *before* distributing them. Color-coding of instruments is an alternative approach to identifying respondent positions.)

RESPONDENT POSITION _____

PERCEPTION CHECK FOR PRINCIPAL PLAYERS – PART I

COLLEGE CLIMATE: DOES THE COLLEGE HAVE IN PLACE "CLIMATE COMPONENTS" WHICH HAVE BEEN FOUND TO BE REQUISITES TO SUCCESSFUL PARTNERSHIP PROGRAMS?

	Degree to Which This Criterion is Present at the College			Respondent's Level of Satisfaction with Quality & Effectiveness				
	Not Present	In Process	Completely Present	Not Satisfied		Satisfied		Very Satisfied
		Circle One				*Circle One*		
1. **Top administrative commitment/leadership.** Top administrators and Board members from the respective instituitions are actively and visibly involved in supporting and providing leadership for the partnership activities. Comments _____	1	2	3	1	2	3	4	5
2. **Faculty interaction and involvement.** Faculty from the respective institutions are involved in the development of partnership procedures and materials, and are included in partnership planning and curriculum-related meetings. Faculty from the respective institutions interact frequently. Comments _____	1	2	3	1	2	3	4	5
3. **Open, clear, frequent communication.** Communication is open, clear, and frequent among the respective parties: among college staff (boards, faculty, and administrators), between college and high school staff, and among high school staff. All college staff and high school staff are aware of the information needed for each to fulfill their responsibilities. Comments _____	1	2	3	1	2	3	4	5
4. **Open, clear, frequent communication between college and students and parents.** Dissemination of information to high school students and parents is clear, frequent, and thorough. Comments _____	1	2	3	1	2	3	4	5

BEST COPY AVAILABLE

	Degree to Which This Criterion is Present at the College			Respondent's Level of Satisfaction with Quality & Effectiveness				
	Not Present	In Process	Completely Present	Not Satisfied		Satisfied		Very Satisfied
	Circle One			*Circle One*				
5. **Resources.** Adequate resources are provided to the respective institutions to successfully implement the partnership programs. Those resources may include staffing, release time for faculty, clerical support, material, and financial support. Comments _____	1	2	3	1	2	3	4	5
6. **Clearly defined responsibilities/Partnership Coordinator — Officer.** An individual is assigned the responsibility for articulation, preferably on a full-time basis. This person has responsibility for total coordination of activities between the respective institutions. Comments _____	1	2	3	1	2	3	4	5
7. **Partnership structure and process.** There is an "Articulation Council" or similar district-level body with an established high level as well as representative membership which meets regularly. Its purpose is to provide partnership policies and unified direction for procedures and activities. It empowers staff at both segments to carry out the partnership program. Comments _____	1	2	3	1	2	3	4	5
8. **Jointly developed goals and objectives and plans.** Partnership goals, objectives, and activities have been developed jointly, and all parties enjoy "ownership" of those goals. The goals and objectives are "student centered" and provide for mutual benefit of respective institutions. Articulation is a partnership. Comments _____	1	2	3	1	2	3	4	5
9. **Respect and trust.** There is respect for, and trust among key persons in each organization. Faculty and staff at the program and at the district level have established a mutual trust and respect for each others' missions, programs, and efforts. Comments _____	1	2	3	1	2	3	4	5

RESPONDENT TITLE _____

PERCEPTION CHECK FOR PRINCIPAL PLAYERS – PART II

PROGRAMS, PROCESSES, AND ACTIVITIES: DOES THE COLLEGE HAVE IN PLACE THE FOLLOWING WHICH ARE CONTRIBUTORS TO SUCCESSFUL PARTNERSHIP OUTCOMES?

	Level of Implementation			Degree of Satisfaction				
	Not Implemented	In Process	Fully Implemented	Not Satisfied	Satisfied			Very Satisfied
		Circle One			*Circle One*			
1.1 **Institutional Support Activities.** The college and the high schools have written agreements at the overall district level specifying the goals, policies, and procedures of the partnership. Comments _____	1	2	3	1	2	3	4	5
2.1 **Partnership Activities in Instructional Programs.** Concurrent enrollment programs are available where high school students may attend college courses. Comments _____	1	2	3	1	2	3	4	5
2.2 College courses are available to high school students at the high school. Comments _____	1	2	3	1	2	3	4	5
2.3 The college and the high schools have written and signed partnership agreements relative to instructional programs and curriculum. Comments _____	1	2	3	1	2	3	4	5
2.4 Courses and curriculum in English and Math are articulated in scope and sequence between the high school and the college. Comments _____	1	2	3	1	2	3	4	5
2.5 Courses and curriculum in the liberal arts (for example history, foreign languages), fine arts, and sciences are articulated and sequenced between the high school and the college. Comments _____	1	2	3	1	2	3	4	5

	Level of Implementation			Degree of Satisfaction				
	Not Implemented	In Process	Fully Implemented	Not Satisfied	Satisfied			Very Satisfied
		Circle One			*Circle One*			
2.6 Courses and curriculum in vocational programs are articulated in scope and sequence between the high school and the college. Comments _____	1	2	3	1	2	3	4	5
2.7 High school students can receive college credit for courses taken at the high school which are identical to those offered at the college. Comments _____	1	2	3	1	2	3	4	5
2.8 College faculty and high school teachers for specific programs meet regularly to discuss curriculum articulation. Comments _____	1	2	3	1	2	3	4	5
2.9 College disseminates written material describing the preparation needed for college entry and success. Comments _____	1	2	3	1	2	3	4	5

	Level of Implementation			Degree of Satisfaction				
	Not Implemented	In Process	Fully Implemented	Not Satisfied	Satisfied			Very Satisfied
		Circle One			*Circle One*			
2.10 College provides joint in-service training programs for college faculty and high school teachers. Comments _____	1	2	3	1	2	3	4	5
2.11 The college shares facilities and/or instructional equipment with the high schools. Comments _____	1	2	3	1	2	3	4	5
2.12 College has special instructional programs for gifted and talented high school students. Comments _____	1	2	3	1	2	3	4	5
2.13 Other _____ Comments _____	1	2	3	1	2	3	4	5

	Level of Implementation			Degree of Satisfaction				
	Not Implemented	In Process	Fully Implemented	Not Satisfied	Satisfied			Very Satisfied
		Circle One			*Circle One*			
3.1 **Partnership Activities in Student Services** College provides basic skills assessment testing of students in high schools. Comments _____	1	2	3	1	2	3	4	5
3.2 College disseminates written material to high school students and their parents describing community college opportunities. Comments _____	1	2	3	1	2	3	4	5
3.3 College provides pre-admission advisement services (including financial aid, career planning, and EOPS) for high school students. Comments _____	1	2	3	1	2	3	4	5
3.4 College provides academic support (for example, tutoring and mentoring) for high school students. Comments _____	1	2	3	1	2	3	4	5

	Level of Implementation			Degree of Satisfaction				
	Not Implemented	In Process	Fully Implemented	Not Satisfied	Satisfied			Very Satisfied
		Circle One			*Circle One*			
3.5 College provides special services to increase access and outreach for disabled students. Comments _____	1	2	3	1	2	3	4	5
3.6 College provides special outreach activities for underrepresented students. Comments _____	1	2	3	1	2	3	4	5
3.7 College provides special programs for "high risk" students to ensure their successful transition to college. Comments _____	1	2	3	1	2	3	4	5
3.8 College counselors meet with secondary school counselors. Comments _____	1	2	3	1	2	3	4	5
3.9 College provides summer-bridge programs. Comments _____	1	2	3	1	2	3	4	5

SECTION V

Articulation Agreement

I. **Statement of Key Concepts:** The intent of the articulation process is to link high school courses or programs with community college and four-year college courses and programs in order to permit students to move from one educational level to the next without loss of time or resources. To be effective, articulation efforts must have an intersegmental structure for accomplishing the work of articulation, a standardized procedure for determining course equivalencies, and well-defined criteria for granting credit. The Articulation Agreement is a formal written agreement documenting the outcome of the articulation process.

A. Types of Articulation
- course-to-course articulation
- program articulation

B. Articulation Agreements
- definition
- components

C. Articulation Procedures
- course equivalencies
- course competencies
- articulated course list

D. Transfer of Articulated Course Credit
- transfer criteria
- transfer options
- transfer flowchart
- transfer procedures

II. **Overheads**

A. Types of Articulation
B. Articulation Agreement Form
C. Transfer of Credit Flowchart

III. **Handouts and references**

A. Appendix 1: Sample Agreements
B. Appendix 2: Articulated Course List: Counselor's Reference

ARTICULATION AGREEMENT

Types of Articulation

- **Course-to-Course Articulation:** Course-to-course articulation is course specific and based upon the examination of course equivalencies, both in scope and content, in order to achieve an alignment of the curriculum. It generally includes the identification of a curricular ladder or sequence, and when applicable, agreement upon competencies appropriate to each course level.

- **Program Articulation**: Program articulation is defined as the articulation of a full curricular sequence. Program articulation may include both required general education coursework and vocational classes.

- **College Preparatory Articulation**: This type of articulation addresses the traditional college preparatory program, usually at the high school level, which provides all of the basic skills and general education needed for college.

Articulation provides the student with 1) high school and community college credit for community college courses taken in high school, 2) placement in community college programs for high school graduates who have completed an agreed upon sequence of high school courses, 3) credit waiver (or partial credit) for college courses based on successful completion of a high school course, and 4) an aligned curriculum wherein redundancy and gaps in curricula among the three segments is avoided.

Automotive Technology

Receive advanced standing in the SBCC Automotive Technology Program after completing:

Automotive Occupations

What must you do to earn these credits:

1. Complete this course with an "A" or "B" grade.
2. Successfully complete all course competencies as certified by ROP instructor.
3. Pass comprehensive, jointly developed exam with minimum grade of 70%.

After you have successfully completed the first SBCC Specialty Automotive Service course, college credit will be awarded for the following courses:

SBCC Course No.	Course Name	Units
Auto 1	Intro Auto Mech	3
Auto 32	Fund/Auto Servicing	3

In furthering your education there is a One-year Certificate of Completion in Auto Services or two-year Associate in Science Degree in Auto Services.

Career Opportunities:

Mechanic, Specialty Mechanic, Service Manager, Automotive Sales Manager

Graphic Communications

Receive advanced standing in the SBCC Graphic Communications Program after completing the following (2) high school courses:

Graphic Arts 1
Graphic Arts 2

What must you do to earn these credits:

1. Successfully complete these courses with an "A" or "B" grade approved by the graphics instructor.
2. Successfully achieve course competencies through portfolio projects as certified by SBCC instructor.
3. Successfully pass evaluation exam with a minimum grade of 75. The evaluation exam will be administered by an SBCC instructor.

After you have successfully completed 6 units in the SBCC Graphics program, college credit will be awarded for the following college course:

SBCC Course No.	Course Name	Units
GP101	Intro. Graphic Arts	3

In furthering your education there is a one-year Certificate of Completion in Graphic Communications or a two-year Associate in Science. Another alternative is to transfer to a 4-year institution, such as Cal Poly.

Career Opportunities:

Graphic Artist, Printer, Printing Sales person, Printing Manager and many more.

Program Articulation

Toward a B.A. Degree in Technology Education at CSULA

I. General Education (72)

CSULA	CERRITOS	JOHN GLENN
12 units upper division theme	GE certification program (40 sem. units)	

II. Major (84)

CSULA	CERRITOS	JOHN GLENN
Foundation (24) TECH 100 Intro. Auto. Mech. (3) TECH 110 Intro. Drafting (3) TECH 120 DC Electronics (3) TECH 130 Intro. Graphics Arts (3) TECH 144 Intro. Ind. Design (3) TECH 160 Intro. Metalworking (3) TECH 170 Intro. Wood Tech. (3) ART 287 Intro. Photography (3) Area of Concentration (21-27) A. Automotive * TECH 201 Auto. Elec. Sys. (3) * TECH 301 Fuel & Igni. Sys. (3) * TECH 401 Engine Rebuilding (3) * TECH 402 Power Trans. Sys. (3) * TECH 403 Chas. & Susp. Sys. (3) * TECH 404 Small Power Plants (3) * TECH 405 Eng. Design & Perf. (3) TECH 454L Elec. Fuel Inj. Sys (3) TECH 490A Auto Air Condition (3)	AUTO 1 Auto Main. & Oper. (4) DRAF 32 Mechanical Drawing (3) EL 10+10.1 DC Electronics (4) OR EL1 Basic Electronics (4) MT 10 Fund. Machine Tool Oper (5) FMT 1 Introductory Wood (2) PHOT 29 Intro Photography (3) AUTO 13 Auto Electricity (4) AUTO 43 Diag. Engine Perform. (4) OR AUTO 43.1 Auto Diag. Engine Perf. (6) AUTO 14 Auto Engine (5) AUTO 16 Auto Power Train (4) OR AUTO 16.1 Auto Power Train (6) AUTO 12 Auto Lub., Brake & Wheel Alignment (5) OR AUTO 12.1 Auto Align., Brake & Suspension (6) AUTO 33 Elec. Fuel Manag. Sys. (5) AUTO 18.1 Auto Air Cond. (4)	Auto 1, Auto 2, or Auto 3 Drafting 2 or Drafting Adv. Advanced Electronics

* Minimum requirements in each area

ARTICULATED COURSES FOR CAREERS IN CHILD DEVELOPMENT AND FAMILY STUDIES

A 2+2+2 Articulated Career Education Program in Home Economics

CSULB Lower Division Major Requirements for B.A. in Home Economics Child Development and Family Studies	Take	Semester Completed	Mt. San Antonio College Articulated Courses	Mt. SAC Associate of Science Degree in Early Childhood Development	Mt. SAC Certificate Children's Programs	Mt. SAC Certificate Administration of Children's Programs	Mt. SAC Certificate Children's Programs Small Business Mgmt	Mt. SAC Certificate Day Care For School Aged Children	Mt. SAC Certificate Family Child Care	Mt. SAC Certificate Infant Toddler Development	Mt. SAC Certificate Foster Care	Rowland High School/La Puente Valley ROP Articulated Courses
A/P 107 Human Body: Structure & Function OR A/P 207 Human Physiol			No Equivalent Course OR ANAT 38 Human Physiol									
PSY 100 Intro. to Psychology			PSYC 1A Gen. Psychology									
SOC 100 Prin of Sociology OR ANTH 120 Cultural Anthro			SOC 1 Sociology OR ANTH 6 Prin of Cultural Anthro									
HEC 111 & 111L Preschool Child and Lab			CHLD 10 Child Growth & Develop	CHLD 10 Child Growth & Develop OR SOC 18 Child Develop	CHLD 10 OR SOC 18		CHLD 10 OR SOC 18	CHLD 10 OR SOC 15	CHLD 10 OR SOC 15	CHLD 10 OR SOC 15	CHLD 10 OR SOC 15	
HEC 141 Techniques of Applied Art OR ART 100 Intro to Art Studio			HMEC 6 Applied Art Tech & Anal. For HEC ART 14 Intro to Art Fundmnts									
HEC 211 Guiding Young Child			No Equivalent Course									
HEC 214 Envirn for Young Children			CHLD 6B Prin. & Practices in Early Childhood Prog.	CHLD 6A & 6B Prin. & Practices in Early Childhood Prog.	CHLD 6A & 6B Prin & Practices in Early Childhood Prog.		CHLD 6A & 6B	CHLD 6A & 6B		CHLD 6A & 6B		
HEC 232 Nutrition & You			HEFN 26 Essentials of Nutrition	HEFN 63 Basic Prin of Nutrition (Elective)								
				CHLD 1 Home, Child, & Community Relations	CHLD 1 Home, Child, & Com. Relations		CHLD 1	CHLD 1		CHLD 1	CHLD 1	
				CHLD 64 Health & Safety of Y. Children		CHLD 64 Health & Safety of Y. Children	CHLD 64	CHLD 64	CHLD 64	CHLD 64		
				CHLD 66 & 66L Early Child Develop. Observation + Lab		CHLD 66 & 66L Early Child Develop Observation + Lab						Child Care Occupations 2 yrs ROP
				CHLD 67/67L Early Childhood Partic. + Lab		CHLD 67/67L Early Childhood Partic. + Lab						
				CHLD 68 Children With Special Needs							CHLD 68	
				CHLD 69/91 Early Child Dev. Field Work Sem.								
						CHLD 71 Admin. of Early Child. Prog	CHLD 71					
						CHLD 76 Data Mgmt/ Comp for ECD Prog	CHLD 76					
						CHLD 77 Mkt & Fin. for ECD Prog.	CHLD 77					
						CHLD 78 Personnel Mgmt for ECD Prog	CHLD 78					
							HMEC 41	CHLD 62, 11T 40, PEF 18				
				General Education Units		Plus Children's Program Certificate	BUSM 60 66 70 BUSO 5			CHLD 73	CHLD 65 66 67	
				Plus Electives	Plus Electives (15 units)	Plus Elect (9 UNITS)		Plus Elect (6)	Plus Elect (12)	Plus Elect (6)		

This chart displays the variety of programs available in Home Economics programs at CSULB, MT. SAC, La Puente Valley Regional Occupational Program and Rowland High School. If there is a blank, that indicates no formal articulation.

CSU-Long Beach agrees to accept the community college courses listed toward meeting lower division requirements for the B.A. in Home Economics–Child Development and Family Studies. Any remaining requirements may be completed upon transfer. If there is a "break" in your attendance at CSULB or Mt. San Antonio College, you will be required to fulfill any new requirements which may be imposed subsequently. Contact your counselor or the department advising office if you have questions. *Document generated 7/1/90 and subject to revision*

Section 5.5

BEST COPY AVAILABLE

Courses Articulation, In Fashion Merchandising Education, between East San Gabriel Valley ROP, Los Angeles Trade-Tech Community College, and California State University, Los Angeles

Baccalaureate Degree: Fashion Merchandising with Entrepreneurship & Marketing Option

ESGVROP Semester	LA Trade-Tech Community College		Cal State University LA	
I • Fashion Merch.	F&VM5 Fashion Analysis	3 units	FSCS 409 History of Textiles	4 units
	F&VM10 Retail Merchandising	3 units	FSCS 495 Field Experience	4 units
			FSCS 499 Directed Study in Fashion & Textiles	4 units
II • Fashion Merch.	F&VM20 Fashion Communication	3 units	FSCS 408 Fashion Promotion	4 units
	F&VM101Y Basic Display	2 units	FSCS 405 Advanced Textiles	4 units
			FSCS 404 Textiles: Analysis of Current Concepts	4 units
III • Fashion Careers	F&VM27 Fashion Consulting	3 units	FSCS 402 Fashion Industry	4 units
	FD114/125 Textiles	2 units	FFCC 407 Fashion Merch.	4 units
	FD116 Fashion History	1 unit		
	FD127 Twentieth Century Designers	1 unit		
	FD128 Cinema Costume History	1 unit		
IV • Fashion Careers	F&VM30 Fashion Merchandising	3 units	**ENTREPRENEURSHIP & MARKETING COURSES**	
	F&VM35 Fashion Promotion	3 units	MKTG 443 Marketing New Businesses	4 units
	F&VM37 Fashion Production	3 units	MKTG 468 Small Business Mgmt.	4 units
	F&VM40 Retail Buying	3 units	MKTG 448 Mail Order/Dir. Mail	4 units
	WORK EXPERIENCE	4 units	MKTG 304 Prin. of Marketing	4 units
			FIN 303 Business Finance	4 units
			MKTG 341 Salesmanship	4 units
			FIN 494 Financial Mgmt. for a Small Business	4 units
			ACCT 300 Managerial Acctg.	4 units
			ACCT 202 Survey of Accounting	4 units
			ACCT 426 Accounting for Small Bus.	4 units
			MKTG 344 Prin. of Retailing	4 units

Please note: Exact curriculum is subject to change.

I. Definition

Articulation Agreements are formal written documents which stipulate that in the collective judgment of both the high school faculty and their college counterparts, a given course (or program of courses) at the high school level is equal to a course (or program of courses) offered in the college curriculum. In addition, the agreement defines the criteria for articulating the courses between partner institutions. It is signed by representatives from participating institutions.

II. Components

- Program Area
- Courses Articulated
- Transfer Option/s
- Criteria for Receiving Credit and/or Advanced Placement
- Provision for annual review, revision, and renewal

ARTICULATION AGREEMENT

CERRITOS COMMUNITY COLLEGE
and the
NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

Articulated Program Area: AUTOMOTIVE

Cerritos Community College, in cooperation with the above-named school district, has agreed to grant advanced placement and/or the credit by examination option to students completing the following specific articulated course:

AUTO 1 (name of course) offered at: JOHN GLENN HIGH SCHOOL (name of school)

ARTICULATES WITH

AUTO 1 - AUTO MAINTENANCE/OPERATION (Cerritos College Course) 4 (Units)

Advanced placement and/or the credit by examination option for the articulated course listed above may be received if the following criteria are met:

1. The student has completed the articulated course listed above with an A or B grade.
2. The student must enroll at Cerritos College within two (2) years from the semester date which the course was completed at the secondary level.
3. The student shall present the properly completed "Letter of Articulation Certification" form to the Cerritos College Counselor, during which time the student will be advised of the following: 1) curriculum sequence for his or her selected program; 2) advanced placement option; and 3) the credit by examination option.
4. No more than 12 units of credit may be accepted for credit by examination.

This Agreement will be reviewed annually and will remain in effect until cancelled by either party giving 30-days' written notice.

Signature of Instructor or Chair (High School/ROP/Adult School)	5-5-89 Date	Signature of Principal (High School/ROP/Adult School)	4-10-89 Date
Signature of Instructor (Cerritos College)	5-8-89 Date	Signature of Division Dean (Cerritos College)	Randy W. Pabbe Date

Revised 1/13/89
ARTAGR88.pm3

Articulation Procedures: Developing Course Equivalencies

Course and program articulation between high school, community colleges, and four-year institutions is accomplished through the work of the Articulation Council. Once areas for articulation are identified, the *discipline committees* develop course equivalencies through the following procedure:

- compare course outlines under consideration for articulation
- decide which courses are appropriate for articulation
- compare course texts
- identify course competencies
- modify courses as necessary
- determine criteria for articulating credit
- prepare formal articulation agreement document

CERRITOS COLLEGE
COURSE COMPETENCIES

AUTOMOTIVE MAINTENANCE AND OPERATION
(AUTO 1) (4 UNITS)

The student coming to Cerritos College from the secondary-level articulated automotive program who elects to petition Cerritos College for credit by articulation/examination for Auto 1 must be able to perform 80% of the following with 100% accuracy.

The student will be able to:

1. describe the major automotive components;
2. describe by name and function the common hand tools;
3. describe by name and function the component parts of an engine;
4. describe different cylinder configurations used in automotive engines;
5. know the process needed to produce automotive fuels;
6. describe the oil rating systems for both viscosity and quality;
7. perform a pressure and specific gravity test on the cooling system;
8. perform an on-the-car battery, starter, and alternator test;
9. describe the condition necessary for the production of photochemical smog;
10. observe the operation of a computerized engine analyzer and make all common adjustments;
11. check all fluid levels of all system components and lubricate all necessary parts;
12. describe on a car the type of suspension and the major parts of the system;
13. remove and replace the brake shoes and disk brake pads.

NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT

ACTIVE ARTICULATION AGREEMENTS

AUTOMOTIVE TECHNOLOGY

SUBJECT	SITE	ARTICULATES TO CERRITOS COLLEGE:
	AUTO COLLISION	
Auto Body Repair	Norwalk High School (ROP)	AB 11 - Collision Repair
	AUTOMOTIVE	
Auto 1	John Glenn High School	AUTO 1-Auto Maintenance/Operation
Auto 2	John Glenn High School	AUTO 1-Auto Maintenance/Operation
Auto 3	John Glenn High School	AUTO 1-Auto Maintenance/Operation
Auto 2	La Mirada High School	AUTO 1-Auto Maintenance/Operation
Auto Mechanics	La Mirada High School (ROP)	AUTO 1-Auto Maintenance/Operation
Auto 2	Norwalk High School	AUTO 1-Auto Maintenance/Operation
Auto Mechanics/ROP	Norwalk High School	AUTO 1-Auto Maintenance/Operation
Auto Mechanics	Southeast ROP (Training Ctr)	AUTO 1-Auto Maintenance/Operation

BEST COPY AVAILABLE

Transfer Criteria

The criteria for receiving college credit and/or advanced placement through completion of articulated courses are stipulated by the discipline committee at the time the course equivalency is determined. Among the criteria stipulated by 2+2+2 partnerships are:

- **Time limits for receiving college credit**

  Two years from completion of course (for example)

- **Verification of course proficiency**

  Teacher recommendations

  Stipulated grade requirement

  Challenge Exam: administered by high school or community college

  Portfolio

- **Residency requirement**

  Completion of a stipulated number of units at the college

  Successful completion of the next higher-level course

Transfer Options

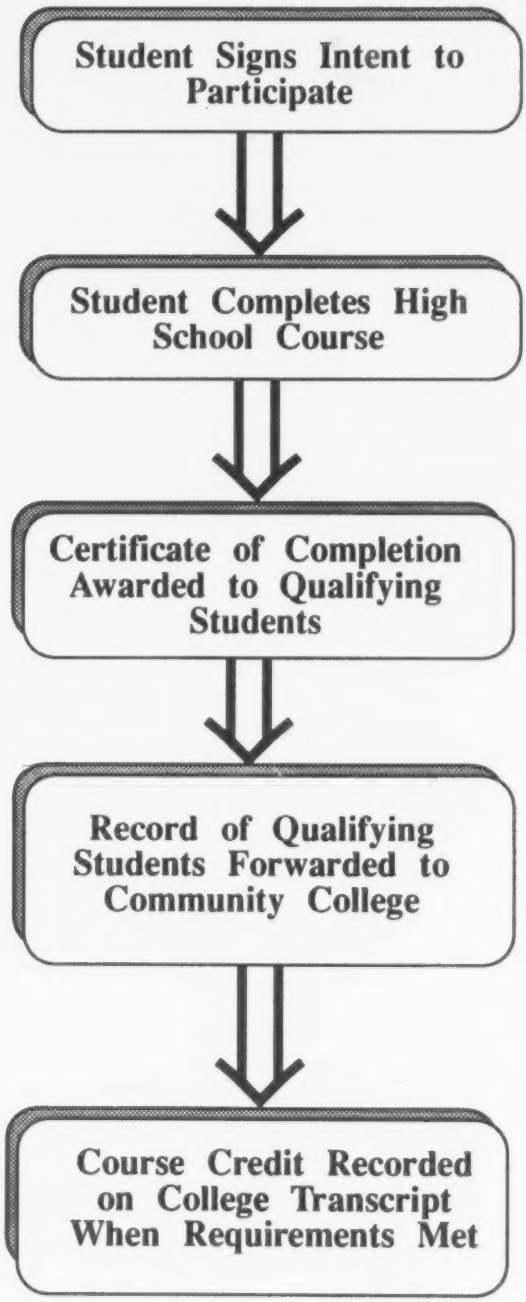
Credit for articulated courses is advanced between segments in three ways:

- **Advanced placement:** Student enrolls in the next higher-level course at a partner institution, but receives no credit for the articulated course completed at the previous segment.

- **Advanced placement and credit for classes taken in high school/ROP/adult school:** Student enrolls in the next higher-level course at the partner institution and receives credit on his/ her transcript for the articulated course completed at the previous segment.

- **Credit by examination only:** Student chooses not to enroll in the next higher-level course, but wishes to receive credit for the articulated course completed at the previous segment.

Transfer of Credit Flowchart


Student Signs Intent to Participate
Student Completes High School Course
Certificate of Completion Awarded to Qualifying Students
Record of Qualifying Students Forwarded to Community College
Course Credit Recorded on College Transcript When Requirements Met

Transfer of Credit Procedures

1. All students enrolled in an articulated class sign an *Intent to Participate* form.

2. Students who pass the course with the required grade levels (and compete the Challenge Exam if required) are awarded a *Certificate of Completion.*

3. A copy of the *Certificate of Completion* is sent to the high school counseling office to be placed in the student's file.

4. A roster of qualifying students is forwarded to the community college partner to be entered into the student data base.

5. Upon enrolling at the community college, the student presents the *Certificate of Completion* to the counseling office.

6. Credit is awarded when the stipulated requirements are fulfilled, and appears on the transcript as *Credit by Exam.*

7. Articulation to the university is usually accomplished through careful adherence to the prescribed sequence of lower division courses articulated to the upper division university coursework in the 2+2+2 program area and leading to the completion of the Associate Degree.

2+2+2

CERTIFICATE OF CREDIT

This Is To Certify That

_____

Student Name Social Security Number

On _____ Completed

Date

_____

Course Title

And Has Met The Requirements Of The 2+2+2 Agreement For College Credit.

_____

School Name And Stamp Instructor's Signature Date

If You Wish To Receive Credit For This Course,
This Certificate Should Be Presented To The College At The Time Of Application For Admission.

Copies: Student, Department File, State Center Community College District.

© State Center Community College District 1989

Section V

APPENDICES

Appendix 1: Sample Articulation Agreements

Appendix 2: Community College Articulated Course List

ARTICULATION AGREEMENT

PROGRAM AREA: FASHION AND VISUAL MERCHANDISING

AGREEMENT BETWEEN: EAST SAN GABRIEL VALLEY REGIONAL OCCUPATION CENTER AND LOS ANGELES TRADE-TECHNICAL COLLEGE

DATE: April 20, 1990

Students completing two years of fashion merchandising training at the East San Gabriel Regional Occupational Program with a grade of C or better:

1. Will be eligible for advanced placement status at Los Angeles Trade-Technical College. They may enroll in courses having F&VM I as a prerequisite.

2. To receive unit credit for Fashion and Visual Merchandising I, Career Opportunities, a credit-by-examination petition requesting credit must be submitted.

3. The petition must be submitted to the Los Angeles Trade-Technical College Admissions Office and must be accompanied by a copy of the ESGVROP Center's certificate of completion. The certificate is valid two years from date of issue or from the last date of attendance at the East San Gabriel Valley Regional Occupational Center.

4. Credit for Fashion and Visual Merchandising I will be granted upon subsequent successful completion of 12 units of other essential courses in the Fashion and Visual Merchandising program with a minimum GPA of 2.0 at Los Angeles Trade-Technical College.

Myrna Craig Evans
Coordinator, East San Gabriel Valley Regional Occupation Program

Sharon Katz
Assistant Dean, The Fashion Center, Los Angeles Trade-Technical College

John Engle
Program Supervisor, East San Gabriel Valley Regional Occupational Program

Vice President, Academic Affairs
Los Angeles Trade-Technical College

Director/Superintendent, East San Gabriel Valley Regional Occupational Center

President, Los Angeles Trade-Technical College

This agreement and the course competencies identified were developed through the joint efforts of faculty members from the East San Gabriel Valley Regional Occupational Center and Los Angeles Trade-Technical College.

ARTICULATION AGREEMENT

Mt. San Antonio College and LA PUENTE VALLEY ROP (High School / ROP) agree to articulate the following courses:

High School / ROP Course(s)

Course Number(s)	Course Name	Credits
	CHILD CARE OCCUPATIONS (2 YEARS)	

Mt. San Antonio College Course(s)

Course Number(s)	Course Name	Units
CHLD 66	EARLY CHILDHOOD DEVELOPMENT OBSERVATION	2
CHLD 66L	EARLY CHILDHOOD DEVELOPMENT OBSERVATION LABORATORY	1

Mt. San Antonio College agrees to provide advanced placement and/or credit by examination in the EARLY CHILDHOOD EDUC. program upon receipt of the Articulation Equivalency Form from the high school or ROP. College credit for the course(s) articulated will be awarded when 3 units have been earned at Mt. San Antonio College and provided the student is in good standing.

Articulation Agreement Date: JUNE, 1991

Mt. San Antonio College *Educational Facility*		LA PUENTE VALLEY ROP *Educational Facility*	
Superintendent / President	*Date*	*Superintendent / ROP Admin.*	*Date*
Division Dean	*Date*	*Principal / ROP Admin.*	*Date*
Department Chair	*Date*	*Instructor*	*Date*

Distribution: White - Mt. SAC Director, Relations with Schools
Yellow - H.S. / ROP Articulation Office
Pink - Mt. SAC Division Office
05/18/90 Gold - H.S. / ROP Instructor

BEST COPY AVAILABLE

PROGRAM ARTICULATION AGREEMENT

In order to insure that students enrolled in ELECTRONICS TECHNOLOGY PROGRAMS offered by Colton-Redlands-Yucaipa Regional Occupational Program and San Bernardino Valley College may progress in their occupational objective without unnecessarily duplicating previously learned competencies, the above-named parties agree to share course and program information. The fore-mentioned parties agree that credit will be granted to students who satisfactorily complete and demonstrate competencies in the following courses and conditions:

COURSES:

REDLANDS HIGH SCHOOL ROP students satisfactorily completing the ELECTRONIC/ELECTRICAL TECH 1 course will receive credit for the following course depending upon the student's mastery of course content:

ELECTRONICS 110	DIRECT CURRENT CIRCUIT ANALYSIS	3 UNITS
ELECTRONICS 111	DIRECT CURRENT CIRCUITS LABORATORY	1 UNIT

CONDITIONS:

1. REDLANDS HIGH SCHOOL ROP students are to take the final examination for the fore-mentioned San Bernardino Valley College ELECTRONICS courses. High School students will take the final examination at their High School and receive a score of at least seventy (70%) percent.
2. REDLANDS HIGH SCHOOL ROP students will then enroll in and successfully complete twelve (12) semester units of instruction at San Bernardino Valley College.
3. Upon successful completion of twelve (12) semester units of instruction at San Bernardino Valley College, the student's college work and the score on the ELECTRONICS 110 and final examination will be evaluated.

CONDITIONS: (continued)

4. Based upon the instructor's evaluation and recommendation that the student should be granted credit for the ELECTRONICS 110 and ELECTRONICS 111 courses, the student may complete a request for credit by examination, pay the fee, and receive credit for ELECTRONICS 110 and ELECTRONICS 111.

It is also agreed that the content and scope of this agreement and any supporting documents shall be reviewed annually and modified as necessary.

SAN BERNARDINO VALLEY COLLEGE

Electronics Instructor

Division Chair, Technology

Dean, Occupational Education

COLTON-REDLANDS-YUCAIPA ROP

Electronics Instructor

Superintendent, ROP

DATE: June 1991

SECTION 5.20 A

long beach unified school district

ARTICULATION PROJECT

Articulation Agreement

Date: 6/1/91

Because of the needs of students pursuing postsecondary education and in an effort to provide a continuing articulated program that builds on past learning experience, the following are agreements to which we mutually subscribe:

Long Beach City College agrees to accept the Long Beach Unified courses listed below toward meeting the requirements for the Manufacturing Technology - General Certificate as well as fulfilling level 1 for the following fields of concentration: Tool Designer, Machine Operator, Numerical Control Technician, and Numerical Control Programmer. Course competencies were agreed upon by LBCC and LBUSD instructors.

LBUSD Course
Intro. Manufacturing Technology
Manufacturing Technology
Electronics Technology
Macintosh Education
Design and Drafting Technology
Descriptive Geometry
Technical Algebra
Technical Writing
Aerospace Physical Science
Aerospace Biology

LBCC Course	
MACHT 50A - Machine Tool Operation & Practices	3 Units
MACHT 50B - Machine Tool Operation & Practices	3 Units
COMIS 1A - Using the IBM Microcomputer	1 Unit
OR	
COMIS 1B - Using the Macintosh Microcomputer	1 Unit
OR	
COMIS 1C - Using the Apple II Series Microcomputer	1 Unit
*All COMIS courses fulfill computer proficiency requirement for the Associate Degree	
DRAFT 51A - Industrial Drafting I	3 Units
MATH 220 - Technician Algebra	3 Units
*College credit awarded upon obtaining a satisfactory score on math portion of LBCC Matriculation test.	
T&I 200B - Intro. to Metal Trades	1 Unit
TOTAL UNITS	**14 Units**

Section 5.21

Manufacturing Technology...Continued

Conditions and Stipulations:

A. High school student must complete all LBUSD Aerospace block courses with a grade of "C" or higher (as evidenced by the second semester grades) and receive approval of the high school instructor.

B. High school student will then be awarded an Articulation Certificate for the "Aerospace Program" by the LBUSD faculty.

C. Upon enrollment in a Manufacturing Technology program class at LBCC, the student will receive fourteen (14) units of college credit.

D. Articulation Certificates will be awarded to 12th grade students who have completed all courses in the LBUSD block.

LBUSD		LBCC	
		Burt A. Sud	6/14/91
Faculty Representative	Date	Faculty Representative	Date
		[illegible]	[illegible]
Faculty Representative	Date	Faculty Representative	Date
		J. J. Killian	6/17/91
Faculty Representative	Date	Faculty Representative	Date
		Linda Huy	6/19/91
Principal Representative	Date	Steering Comm. Representative	Date
		[signature]	7/1/91
Steering Comm. Representative	Date	Instructional Dean	Date
Director of Curriculum	Date	Dean of Instruction	Date
Area Superintendent	Date	Vice President, Academic Affairs	Date
Deputy Supt., Education Services	Date	Superintendent/President	Date
Superintendent	Date		

Effective Date: Fall 1991
(Semester/Year)

SECTION 5.21 A

BEST COPY AVAILABLE

CERRITOS COLLEGE
AUTOMOTIVE TECHNOLOGY
ACTIVE ARTICULATION AGREEMENTS
WITH CALIFORNIA STATE UNIVERSITY, LOS ANGELES

The following Cerritos College Automotive Technology courses transfer to California State University Los Angeles.

CERRITOS COLLEGE COURSES:		ARTICULATE WITH CAL STATE LA COURSES:
*Auto 1	Auto Maintenance & Operations	Tech 100 Introduction to Automotive
Auto 14	Automotive Engines	Tech 401 Engine Rebuilding
Auto 14.1	Automotive Engines	Tech 401 Engine Rebuilding
Auto 12	Automotive Lubrication, Brakes & Wheel Alignment	Tech 403 Chassis & Suspension Systems
Auto 12.1	Lubrication, Brakes, Suspension & Alignment	Tech 403 Chassis & Suspension Systems
Auto 13	Automotive Electricity	Tech 201 Automotive Electricity
Auto 13.1	Automotive Electronics	Tech 454L Electronic Fuel Injection
Auto 16	Automotive Power Train	Tech 402 Power Transmission Systems
Auto 16.1	Automotive Power Train	Tech 402 Power Transmission Systems
Auto 26	Automotive Automatic Transmissions	Elective
Auto 43	Automotive Tune-up	Tech 301 Fuel & Ignition Systems
Auto 43.1	Automotive Tune-up & Emission Control	Tech 301 Fuel & Ignition Systems
Auto 18.1	Automotive Air Conditioning	Tech 490A Automotive Air Conditioning
Auto 69	Automotive Specialty	Tech 499 Independent Study in Auto.
Auto 73	Occupational Work Experience	Tech 398 Cooperative Education

NOTE: The class with an asterisk indicates the possibility of high school/ROP units of credit transferring to California State University Los Angeles by way of the Cerritos College Articulation Process.

BEST COPY AVAILABLE

SECTION VI

Student Outreach

I. **Statement of Key Concepts**: Recruitment of students for 2+2+2 articulated programs is an ongoing process. Outreach activities require development of materials and strategies to reach targeted groups of students, including diverse groups of underrepresented students and their parents. Development of creative recruitment strategies, combined with optimum utilization of existing campus programs and services, is crucial to successful outreach activities. A well-defined marketing plan will include written and visual materials, personal presentations, special events, summer bridge activities, and coordination with campus and community organizations and events.

A. Outreach Materials

- promotional materials
- suggested mailing list

B. Outreach Activities

- presentations/personal contacts
- special project events
- summer bridge programs

C. Marketing Plan

II. **Overheads**

A. Recruitment and Retention Model

III. **Handouts and references**

A. Appendix 1: Career Pathways Brochures
B. Appendix 2: Program Newsletter
C. Appendix 3: Program Flyers
D. Appendix 4: Letter to Parents

STUDENT OUTREACH

Promotional Materials

The cornerstone of any promotional plan is the program brochure, often the student's and parent's initial introduction to the program. The most effective brochures illustrate intersegmental pathways and provide an interest response card.

- Brochures (English and Spanish versions)
- Videos
- Pathways materials
- Flyers
- Newsletters (including existing newsletters, e.g. EOPS Newsletter)
- Door Cards
- Posters
- Book Covers
- Folders (for use with recruitment materials)
- Buttons, T-Shirts, Pencils, etc.

(See Appendix I for Sample Outreach Materials)

Suggested Mailing Lists

Students

Parents (PTA, etc.)

Faculty and Counselors (include ROP and Adult Schools)

Program Advisory Committee

Institutional Programs and Groups

- EOPS
- Career Centers
- ESL
- MESA/MEP
- Cal SOAP
- Student Clubs and Organizations
- Reentry Programs
- Women's Centers
- Transfer Centers

Community Organizations

- Chambers of Commerce (i.e. Hispanic Chamber of Commerce)
- Local Business and Industry Professional Groups

Potential Employers of Graduates

(Detach Here)

Section 6.4

I WANT TO KNOW MORE ABOUT THE 2+2+2 PROGRAM AND CAREER OPPORTUNITIES IN BUSINESS ADMINISTRATION

Name _____

Social Security Number _____

Telephone _____

Address _____ (street) _____ (city) _____ (zip code)

Year in school: Freshman Sophomore Junior Senior
(circle correct response)

2+2+2

For More Information Contact...

Donna Schoneman
Counselor
Holtville High School
357-2926

Ralph Marquez
2+2+2 Coordinator
Imperial Valley College
352-8320, ext. 263

Olga Ortega
Counselor
San Diego State University
Imperial Valley Campus
352-8320, ext. 445

The
IMPERIAL VALLEY COLLEGE
2 + 2 + 2 PROJECT
is co-sponsored by

CALEXICO HIGH SCHOOL
SAN DIEGO STATE UNIVERSITY
IMPERIAL VALLEY CAMPUS

and

IMPERIAL VALLEY
REGIONAL OCCUPATION
PROGRAM

HOLTVILLE HIGH SCHOOL

IMPERIAL VALLEY COLLEGE

SAN DIEGO STATE UNIVERSITY

BUSINESS ADMINISTRATION

2+2+2 PROJECT

BUSINESS ADMINISTRATION CURRICULUM

The following courses taken in each segment of education in Imperial Valley (high school, community college and the university) will help you fulfill your objective in the Business Administration field.

HOLTVILLE HIGH SCHOOL

The following courses taken at Holtville High School will help prepare you for a Business Administration Certificate at SDSU-IV Campus.

(Junior Year)

American Literature
U.S. History
Geometry or Algebra II
Biology or Chemistry
Computerized Accounting
Electronic Business Procedures
College Preparatory Elective*

(Senior Year)

English Literature/World Literature
American Government/Economics
Algebra II or Math Analysis
Advanced Accounting
ROP Word & Data Processing (2 or 3 periods)

* See your counselor for appropriate College Preparatory Electives

IMPERIAL VALLEY COLLEGE

Imperial Valley College is a two-year lower-division (freshman/sophomore) community college which has served the Imperial Valley since 1922. Students can complete the lower-division preparation for a bachelor's degree/certificate in Business Administration and also earn an Associate Degree in Business Transfer at IVC.

Business Transfer

Twenty units required for the major

I. Required courses for the major

Bus 1A	Principles of Accounting	(4)
Bus 1B	Principles of Accounting	(4)
Bus 5A	Business Law	(3)
Econ 1	Principles of Economics	(3)
Econ 2	Principles of Economics	(3)

II. Acceptable courses for the major (select a minimum of 3 units)

Bus 2	Introduction to Business	(3)
Bus 5B	Business Law	(3)
Bus 15	Introductory Calculus with Applications	(4)
Bus 23	Office Machines	(3)
Bus 26	Elementary Statistics	(3)
Bus 42	Business Communications	(3)
CIS 1	Introduction to Information Systems	(3)

NOTE: Preparation requirements vary from emphasis to emphasis. Additional course in general education are needed for an A.A./A.S. degree at IVC. See your counselor for more details.

SAN DIEGO STATE UNIVERSITY

The Imperial Valley Campus of San Diego State University is a two-year, upper division (junior/senior) campus which has served the Imperial Valley since 1959. Students can complete the upper division requirements for the Business Administration Certificate at San Diego State University.

The courses are: (15 units total)

Finance 323
Information Systems 301 or 302
Management 350
Marketing 370

Select 3 units from the following courses:
Finance 321
Finance 589
Management 356

The upper division courses required for a Business Administration Degree can be obtained by commuting to San Diego State University (main campus).

Accounting Major: 29 of 55 upper division units can be completed at SDSU-IV Campus.

Finance Major: 19 of 42 upper division units can be completed at SDSU-IV Campus.

Information Systems Major: 15 of 51 upper division units can be completed at SDSU-IV Campus.

Decision Systems Major: 15 of 42 upper division units can be completed as SDSU-IV Campus.

Marketing Major: 15 of 46 upper division units can be completed at SDSU-IV Campus.

Management Major: 24 of 45 upper division units can be completed at SDSU-IV Campus.

NOTE: For all these majors 9 additional units of upper division General Education requirements can be completed at SDSU-IV Campus.

Prepare for your college degree and your career while still in high school.

Gain knowledge and skills that will smooth your transition into college.

Accelerate your career by being involved in a well-planned program.

Develop technical skills for future employment in high technology.

A plan that makes sense...

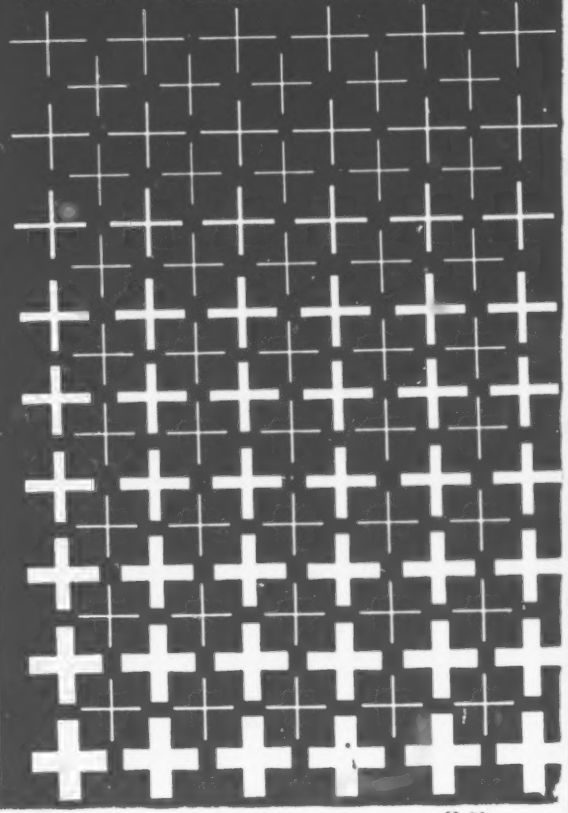
2+2+2 Articulated Career Education Program

Conducted by the San Mateo Union High School District and the College of San Mateo, with cooperation from San Jose State University and Cogswell College

Funding provided by the Chancellor's Office, California Community Colleges

2+2+2

A PLAN FOR YOUR EDUCATION THAT MAKES SENSE



2+2+2

What is 2+2+2?

2+2+2 is a program designed to assist students interested in technology prepare for their career. It is made possible through the cooperation of high schools in the San Mateo Unified High School District, College of San Mateo, and several four-year colleges, including San Jose State University and Cogswell College.

2+2+2 students enroll in selected high school courses that apply to an occupational program at CSM. At CSM they continue to study in their chosen occupational field while taking their general education transfer courses. Courses taken at CSM will transfer towards a bachelor's degree in Industrial Technology or Engineering Technology. At each level students receive advanced placement based on previous 2+2+2 work.

How do I apply?

See your high school counselor or one of the technology counselors at CSM. Students enroll in a 2+2+2 course the same way that they would normally enroll in any high school course.

HIGH SCHOOL*	COLLEGE OF SAN MATEO	SAN JOSE STATE COGSWELL COLLEGE
High School Diploma	Associate of Science Degree	Bachelor of Science Degree
Programs • Principles of Technology • Drafting/CAD • Electronics • Metals • Welding	**Majors** • Aeronautics • Drafting • Electronics • Manufacturing Technology • Welding	**Majors** SAN JOSE STATE Industrial Technology • Design/Technical Drawing • Packaging • Computer Electronics • Quality Assurance • Graphic Communication • Manufacturing COGSWELL COLLEGE Engineering Technology • Computer • Electronics • Mechanical
Graduation requirements To include English Composition and Algebra	**General Education requirements** To include Math, Physics, and Economics	**Upper Division General Education** Business Management minor
Opportunities Retail sales Service	**Opportunities** Technician • Drafter • CAD operator • Welding Technician • Machinist • CNC Machinist • Computer/Electronics	**Opportunities** Professional positions in engineering and management

*In the San Mateo Union High School District Burlingame, Capuchino, Hillsdale, and Mills high schools are currently participating in this 2+2+2 program.

Who is eligible?

This 2+2+2 program is open to all students attending a San Mateo Union High School District school and to all CSM students. To be part of the program one must be enrolled in one of the approved 2+2+2 courses.

For more information, contact:

Dean Chowenhill
2+2+2 Project Coordinator
College of San Mateo
Phone: 415 574-6188

Dr. Philip Fisher
Coordinator of Curriculum Services
San Mateo Union
High School District
Phone: 415 348-8834

High school and College of San Mateo Career Centers.

Prepárese para su título universitario y su carrera profesional mientras se encuentra todavía en la escuela secundaria.

Adquiera conocimientos y destrezas que le facilitarán el éxito en su vida universitaria.

Acelere la marcha de su carrera participando en un programa bien planeado.

Desarrolle destrezas técnicas para su futura carrera profesional en el campo de la tecnología avanzada.

Un plan lógico y sensato...

2+2+2 Programa Articulado de Educación Profesional

Bajo la dirección de las siguientes instituciones
- San Mateo Union High School District (SMUHSD)
- College of San Mateo (CSM)

en colaboración con
- San Jose State University
- Cogswell College

Patrocinado por:
The Chancellor's Office
California Community Colleges

2+2+2

UN PLAN LÓGICO PARA SU EDUCACIÓN

2+2+2

¿Qué es 2+2+2?

Es un programa diseñado para ayudar a los estudiantes interesados en la tecnología a prepararse para seguir su carrera. Es un programa efectuado en realidad a través de la cooperación de varias escuelas secundarias en el distrito (San Mateo Union High School District) y de varios planteles universitarios con programas de cuatro años, entre ellos San Jose State University y Cogswell College.

Los estudiantes del programa 2+2+2 se matriculan en cursos seleccionados de educación secundaria, los cuales son aplicables al programa de educación ocupacional en el College of San Mateo. Una vez en CSM los estudiantes continúan sus estudios en el campo ocupacional que ellos hayan elegido a medida que siguen cursos transferibles de educación general. Los cursos tomados en CSM serán transferidos al programa para la Licenciatura, o sea el título de B.S. en Ingeniería Tecnológica. En cada nivel del programa los estudiantes reciben una clasificación avanzada de acuerdo con su trabajo académico previo en el plan 2+2+2.

¿Elegibilidad?

El programa 2+2+2 está a la disposición de todos los estudiantes matriculados en una de las escuelas del distrito (SMUHSD) y a todos los estudiantes del CSM. Para ingresar, el estudiante debe estar matriculado en uno de los cursos aprobados para el programa 2+2+2.

ESCUELA SECUNDARIA	**COLLEGE OF SAN MATEO**	**SAN JOSE STATE COGSWELL COLLEGE**
Diploma de educación secundaria	Grado de Asociado en Ciencias	Licenciatura en Ciencias
Programas • Principios de tecnología • Dibujo técnico/Dibujo y diseño con computadoras (CAD) • Electrónica • Metalurgia • Soldadura	**Campos de especialización** • Aeronáutica • Dibujo técnico • Electrónica • Tecnología de fabricación • Soldadura	**Campos de especialización** SAN JOSE STATE Tecnología Industrial • Diseño y Dibujo técnico • Envasaje • Electrónica de computadoras • Control de calidad • Comunicación gráfica • Técnicas de fabricación COGSWELL COLLEGE Ingeniería Tecnológica • Computadoras • Electrónica • Ingeniería mecánica
Requisitos de graduación Incluirán Álgebra y Redacción en inglés	**Requisitos de educación general** Incluirán Matemáticas, Física, y Economía	**Cursos avanzados de educación general** Cursos preparatorios de Administración de negocios
Oportunidades Ventas al por menor Servicios	**Oportunidades** Técnico dibujante • Técnico de diseño con computadora (CAD) • Técnico soldador • Tornero • Tornero con control numérico de computadora (CNC) • Computadoras/Electrónica	**Oportunidades** Cargos profesionales en ingeniería y administración

*En el SMUHSD las escuelas secundarias que actualmente participan en el programa 2+2+2 son las de Burlingame, Capuchino, Hillsdale, y Mills.

¿Cómo hacer mi solicitud?

Consulte o con su consejero académico en la escuela secundaria o con uno de los consejeros tecnológicos del CSM. El procedimiento para matricularse en los cursos del programa 2+2+2 es igual al que se sigue normalmente para matricularse en cualquier curso de la escuela secundaria.

Para mayor información

Dean Chowenhill
2+2+2 Project Coordinator
College of San Mateo
Teléfono: 415 574-6188

Dr. Philip Fisher
Coordinator of Curriculum Services
San Mateo Union
High School District
Teléfono: 415 348-8834

Los Centros de Orientación Vocacional (Career Centers) de las escuelas secundarias y del CSM.

OUTREACH ACTIVITIES

Presentations/Personal Contacts

Classroom presentations by high school and college faculty explaining the benefits of enrolling in articulated programs, and the distribution of materials regarding curriculum pathways, college entrance procedures, and job opportunities in the field are the most direct recruitment activity. Other outreach audiences and opportunities include:

- Career Fairs
- College Fairs
- Meetings with Secondary School, ROP, and Adult School Faculty
- Counselor In-Service
- Administrative Boards
- Business and Industry Councils and Committees
- Parent Organizations and Events
  (e.g. Parent's Night/Back-to-School Night)
- Community Organizations and Agencies
  (e.g. Hispanic Chamber of Commerce)
- Minority Group Events
  (e.g. Latina Mother-Daughter Conference)

Special Project Events

- 8th Grade Career Exploration Fair
- Business Education Council Reception for Students and Parents
- Fiesta Kick-off Brunch
- High School Senior Awards Night: Awarding of Recognition Plaques
- Business Careers Festival
- Law Enforcement Careers Festival
- *Careers in Teaching* Speakers Series
- Campus Tours
- Teachers of Tomorrow Leadership Camp

Summer Bridge Programs

Summer bridge programs are 2+2+2 articulated courses, offered on community college campuses during the summer, which allow high school students to:

a) earn college credit while still in high school

b) become familiar with the local college campus while gaining a first-hand college experience, thus motivating them to continue their education after high school

c) explore career areas through coursework in the discipline

Project bridge programs include:

- **Tomorrow's Teachers Summer Institute:** Offered on the Santa Barbara City College campus, high school students have the opportunity to explore teaching as a career while earning college credit through direct experience working with young children in the local public schools in the mornings and attending class in the afternoon to explore such topics as child development, teaching theory and practice, cognitive development, and special education programs.

- **Nursing Readiness Course:** Offered on the Santa Barbara City College campus, high school students explore careers in nursing, learn study skills that promote their success, practice basic nursing procedures in the college Nursing Learning Laboratory, learn about admission to the Licensed Vocational Nursing and Associate Degree Nursing Programs, are exposed to many of the college's major learning and support services, and are oriented to specialty units at local acute care hospitals. College credit is awarded.

Marketing Plan for Articulation Programs

GOALS	OBJECTIVES (BY PRIORITY)	PERSON(S) RESPONSIBLE	TARGET DATE
1) Communicate to high school and college counselors, appropriate staff and faculty, and high school students and parents the opportunity and benefits of college credit through articulation of high school coursework.	• Develop a follow-up form to track students enrolled in articulated high school/ROP courses. Send a letter to each student's home explaining to the student and parent the program, agreement and procedures.	Articulation Coordinator	Beginning and end of each year
	• Identify students receiving credit by articulation and publicize this in ROP, PTA, Cal-SOAP, county schools and articulation council newsletters.	High School Relations Counselor Articulation Coordinator ROP Coordinator	Each semester
2) Promote an awareness of careers in the articulated programs and the values of technical training/ vocational education.	• Contact Community College students who are eligible for or have received credit by articulation and hire them to speak in high school Work Experience, Cal-SOAP, GATEAP, continuation schools, and other 9th and 10th grade classes specifically about articulation and their experience to inform and encourage high school students to participate. These students will also accompany EOPS staff doing presentations.	High School Relations Counselor Special Program Advisor	Beginning of year

GOALS	OBJECTIVES (BY PRIORITY)	PERSON(S) RESPONSIBLE	TARGET DATE
	• Invite representatives from local industry to make or participate in classroom presentations.	Articulation Coordinator Industry Education Council	Throughout Year
	• Include information on articulated programs in EOPS presentations to 9-12 grade classes, community groups, and the following special programs: migrant education, industrial technology, ROP, ESL, Cal-SOAP, continuation schools and EOPS Summer Bridge. Topics will include enrollment procedures and credit by articulation, financial aid, EOPS (including summer bridge and internships).	EOPS Special Program liaisons	One visit each semester to each group
	• Arrange ROP campus tours to include visits to associated programs, EOPS office, counseling/admissions, and general campus.	Liaison Counselors ROP Advisor College Program Director	Once each semester

GOALS	OBJECTIVES (BY PRIORITY)	PERSON(S) RESPONSIBLE	TARGET DATE
	• Promote articulated programs at high school career days.	High School Relations Counselor College Liaison Counselor ROP Advisor	As scheduled by schools
	• Promote articulated programs at County Schools Career Day by: 1) offering sessions on articulated programs (one bilingual) led by a high school or college technologies counselor/advisor 2) providing information on articulated programs to Career Day presenters in related professions.	High School Relations Counselor Career Day Planning Committee	As scheduled by County Schools Office
	• Promote articulated programs at the County School Parents Day.	Articulation Coordinator High School Relations Counselor	As scheduled by County Schools Office
	• Include a section specifically on articulated programs in the high school student handbook.	Articulation Coordinator	Fall

GOALS	OBJECTIVES (BY PRIORITY)	PERSON(S) RESPONSIBLE	TARGET DATE
	• Include an update on the numbers of students who have articulated and new articulated programs at the annual counselor breakfast held at the college.	Articulation Coordinator High School Relations Counselor	Beginning of the year
	• Schedule annual meeting for faculty in articulated programs to discuss student and program success. The high school/ROP advisor and college counselor for the program should be included.	Department Chairs Articulation Officer	Each spring semester
	• Invite high school students in articulated courses and in career planning classes to attend the college Job Fair.	Career Center Directors	Spring
	• Send information on articulated programs to high school drop-outs.	EOPS Director Articulation Coordinator	Spring
	• Update articulation posters and brochures to include new agreements. Provide a Spanish language version.	Articulation Coordinator	Fall

Section VI

APPENDICES

Appendix 1: Career Pathways Brochures

Appendix 2: Program Newsletter

Appendix 3: Program Flyers

Appendix 4: Letter to Parents

WHAT IS ? 2+2+2

American River College, in cooperation with local high schools and various universities, has developed a program to reduce the time and expense required to earn a degree. It is called 2+2+2.

Here's how it works:

- High school juniors and seniors earn college credit for selected courses that teach the same skills as community college courses.
- Community college students earn credit for equivalent university courses required in the first two years of college and/or complete requirements for the A.A. degree.
- Students wanting the bachelor's degree transfer to a university to complete the last two years of the college program.

The process is called *articulation*.

2+2 for the A.A. degree or 2+2+2 for the bachelor's degree will save you time and money and avoid duplication of course content.

HOW TO GET STARTED

Ask your business teacher or counselor about classes available at your school.

TO HELP YOU TRANSFER

College counselors are available to help you plan a course of study that will include all the requirements for transfer.

The Transfer Center, located in the counseling area, provides students with the most current information to ensure a smooth transition to four-year universities. Catalogs, applications, and other resource materials are available.

A CSUS counselor is on the ARC campus weekly and students may make appointments.

The CSUS Crossover Enrollment Program enables qualified students to take one class at CSUS in their last semester at ARC.

Students who meet certain criteria may enter into a Transfer Admission Agreement, which will guarantee an eligible student admission as a junior to CSUS.

FOR MORE INFORMATION

Marie Perino
2+2+2 Coordinator
Business Area
American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8520

Degree Programs Center
School of Business Administration
California State University Sacramento
6000 J Street
Sacramento, CA 95819
(916) 278-6771

BUSI 2+2+2 NESS

The Right Stuff for the bachelor's degree

Sacramento Area High Schools

Business Area, American River College
Los Rios Community College District

School of Business Administration
California State University, Sacramento

Three steps to your bachelor's degree in business...

1. Your High School

Get ready for college by completing both the CSU admission requirements and selected business and computer classes.

CSU Admission Requirements

English, 4 years
Mathematics, 3 years
  Algebra I, Geometry, Algebra II
US History, 1 year
Laboratory Science, 1 year
Foreign Language, 2 years in same language
Visual and performing arts, 1 year
Electives, 3 years
  (Selected from above categories; trigonometry/math analysis recommended for all business majors)

and

District and School Graduation Requirements

and

Preparation for Business Major

Accounting*
Computer familiarization*
Computer programming*
Word processing*
Keyboarding*

* You may earn college credit if the class has been articulated with ARC and is completed in the junior or senior year. Ask your business teacher or counselor about college credit for these classes at your school.

2. American River College

Choose ARC for your lower division preparation and earn an A.A. degree too!

Pre-Major Core Preparation for CSUS *(23 units)*

Acctg 1A	Financial Accounting
Acctg 1B	Managerial Accounting
Bus 18A	Business Law
Econ 1A	Principles of Economics
Econ 1B	Principles of Economics
Math 43	Calculus for Business
Stat 1	Statistics

Computer Literacy Requirement *(4 units)*

CIS 11A	Word Processing
CIS 12A	Spreadsheets
CIS 13A	Data Base
CIS 14A	Operating Systems (DOS)

MIS Concentration *(3 units)*

CIS 36A	COBOL Programming

and

General Education Requirements

(39 units)

and

Electives to complete a maximum of 70 transferable units.

3. California State University, Sacramento

Transfer from ARC to CSUS to finish the bachelor's degree.

Upper Division Core Requirements *(27 units)*

MIS 101	Applied Business Statistics
MIS 175	Computer Information Systems for Management
Com S 103	Presentational Speaking in the Organization
OBE 130	Business Communications
Mgmt 120	Principles of Marketing
Mgmt 133	Business Finance
OBE 150	Management of Contemporary Organizations
Mgmt 180	Production and Operations Management
Mgmt 182	Strategic Management

and

Concentration Requirements

(18-36 units)

and

Upper Division General Education Requirements

(9 units)

and

Electives to complete a minimum of 128 semester units required for the bachelor's degree.

High School Students Have Choices!

It's your choice. Make the first move toward a great career!

Ask your High School Counselor about
2 + 2 + 2 Nursing

Here's how 2+2+2 ADDS UP

2 Years of selected High School courses

2 Years of Nursing courses at SBCC earns you an Associate Degree in Nursing

2 Years of courses at CSUDH earns you a Bachelor's Degree in Nursing

Courses
Summer Nursing Readiness
SBCC 965-0581 ext. 366

Certified Nurse Assistant Course
Santa Barbara County Education Office
Regional Occupational Programs
Marilyn Lake, Asst.Coordinator
964-4711 ext. 406

For information call:

SANTA BARBARA CITY COLLEGE
965-0581 ext. 366

Claudia Mitchell
Associate Degree Nursing Program

Jacque Huth
Vocational Nursing Program

Hospital Volunteer Programs

Cottage Hospital
Linda Yawitz 569-7357

Goleta Valley Community Hospital
Pat Wheatley 967-7373

St. Francis Hospital
ViAnne Oden 966-1531

The Statewide Nursing Program offers a Bachelors Degree in Nursing in Santa Barbara through:

CALIFORNIA STATE UNIVERSITY
DOMINGUEZ HILLS
966-3024

2+2+2

NURSING

make every year count!

Section 6.15

Educational Pathways for Nursing at Santa Barbara City College with Transfer to CSUDH

Vocational Nurse (VN)

Education and practice at theVN level focuses on the care of the individual under the supervision of a registered nurse or a physician. This is a three semester, 47-unit certificate program resulting in a Certificate of Completion. This program is not offered during the Summer. The qualified Licensed Vocational Nurse may advance in education and practice to a Registered Nurse through the Associate Degree Nurse Program.

See: The Health Technologies Counselor

ADMISSION REQUIREMENTS

Apply for admission to the Vocational Nurse Program upon completion of the following academic criteria:

1. Eligibility for English 10 and 90
2. Eligibility for Math 2 or 3
3. Completion of Communication 21 at SBCC or another 3 unit college level interpersonal communication course.

ORGANIZATION OF CURRICULUM

First Semester:	Nursing fundamentals, health assessment and maintenance.
Second Semester:	Basic medical-surgical assessments and interventions with patients of all ages.
Third Semester:	Integrated medical-surgical nursing in varied care settings

GENERAL EDUCATION COURSES

VN students who choose to complete an Associate Degree must complete the GE requirements listed in the college catalog.

VN Information sessions are held on a regular basis. Call SBCC 965-0581 ext. 366 for more information.

Associate Degree Nurse (ADN)

Education and practice at the ADN level focuses on planning, implementing, evaluating and coordinating the care of individuals with common health problems. This is a self-paced curriculum. The average student completes the required nursing courses (36 units) plus the general education and required support courses (36 units) in five semesters. ADN graduates are expected to demonstrate well developed technical nursing skills.

See: The Health Technologies Counselor

ADMISSION REQUIREMENTS

Apply for admission to the program upon completion of these academic criteria.

A. SBCC Assessment Test verifies:
   1. Eligibility for English 1
   2. Eligibility for Math 11
B. Completion of chemistry with a lab (one year of high school or one semester at SBCC) with a C.

REQUIRED SUPPORT COURSES

Bio-Med Science 20	Psychology 1
Bio-Med Science 30	Sociology 1
Humanities Elective	Communication 21

NURSING MODULE REQUIREMENTS

Level I, Level II, Level III and Level IV.

GENERAL EDUCATION COURSES

The requirements for the Associate Degree are listed in the college catalog.

ADN information sessions are held each month on the first and third Thursdays at SBCC, room A 218. Call SBCC 965-0581 ext. 366 for more information.

Bachelor Science Nurse (BSN)

This BSN Degree is offered in Santa Barbara by the Statewide Nursing Program through California State University Dominguez Hills (CSUDH). At the BSN level education and practice focuses on nursing leadership roles in health management. This program is designed for working R.N.s. Graduates of this program are educationally prepared for a broad spectrum of supervisory positions in the health care industry.

See: CSUDH Associate Coordinator

ADMISSION REQUIREMENTS

Apply for admission to program when you have a Registered Nurse License.

NURSING SUPPORT COURSES

Professional Horizons	Biochemistry
Life Cycle	Pathophysiology
Culture and Health	Statistics

INTEGRATED NURSING COURSES

Professional Relationships	Professional Issues
Health Teaching	Health Assessment

Community Health Nursing
- Health Management I: Home Health Agency
- Health Management II: Public Health Agency

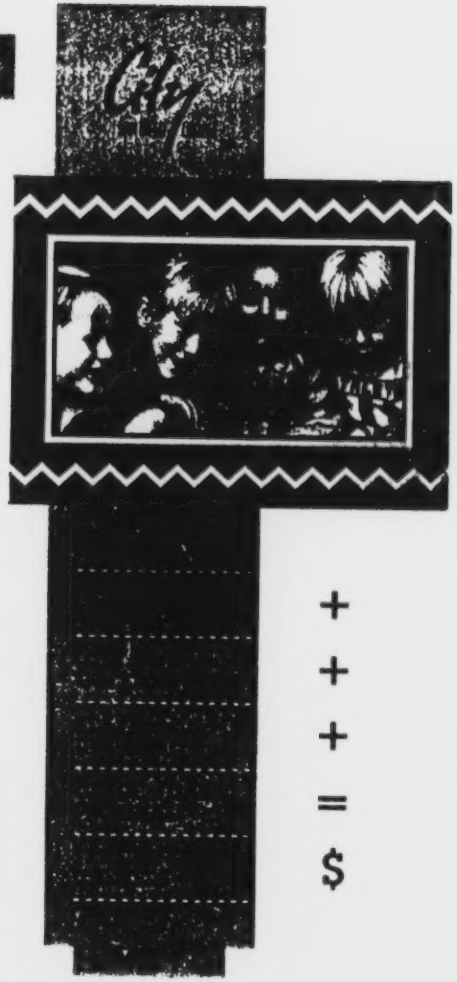
Research in Nursing	Management in Nursing
Leadership in Nursing	

GENERAL EDUCATION COURSES

California State University system requires a total of 48 semester units of GE. Courses taken at other colleges may apply to these GE requirements. Transcripts are evaluated individually.

BSN Courses must be completed in a specified order. Call 966-3024 for the schedule of BSN information sessions.

San Diego City College
1313 Twelfth Ave
San Diego, CA 92101-4787
(619) 230-2400



YOU ARE NEEDED IN TOMORROW'S CLASSROOMS

IF HELPING CHILDREN reach their potential is important to you, then you have one of the key ingredients that it takes to make a good teacher. Consider a career in education. You can make a difference in children's lives while having employment opportunities, job security and a good salary with benefits.

STEP-BY-STEP PROGRESS

You can plan your education so that, step by step, you will earn the credentials you need to reach your goals. Even if you do not have the luxury of being a full-time student now, you can become an elementary or high school teacher and qualify to be a preschool teacher along the way. You can even become a community college instructor by completing a graduate degree.

The 2 + 2 + 2 Teacher Education Program is a cooperative effort among San Diego City Schools, San Diego City College and San Diego State University. Simply complete specific courses at one school that will prepare you to enter the next. You can progress to whatever level is needed to get the kind of job you want.

A benefit of the 2 + 2 + 2 program is its flexibility, which allows you to enter, stop out, return and complete your goals.

Enter the program wherever you qualify. Your high school-ROP courses in child development provide training for preschool positions, *and skills and knowledge from your high school-ROP course may earn you college credit.* City College offers courses that lead to certificates and transfer associates degrees. San Diego State University offers bachelor's degrees, which

qualify you to apply for teacher credential training. The teacher credential is earned through SDSU's School of Teacher Education.

When your personal circumstances demand a break, you can stop out anywhere along the program. When you are ready, you can return to the program to complete the requirements of your current goal, then advance to the next level and begin meeting new requirements.

CHECK IT OUT

Take the time now to learn how you can fit into the 2 + 2 + 2 Teacher Education Program. Meet with your high school counselor, a counselor from City College or a counselor from SDSU University Advising.

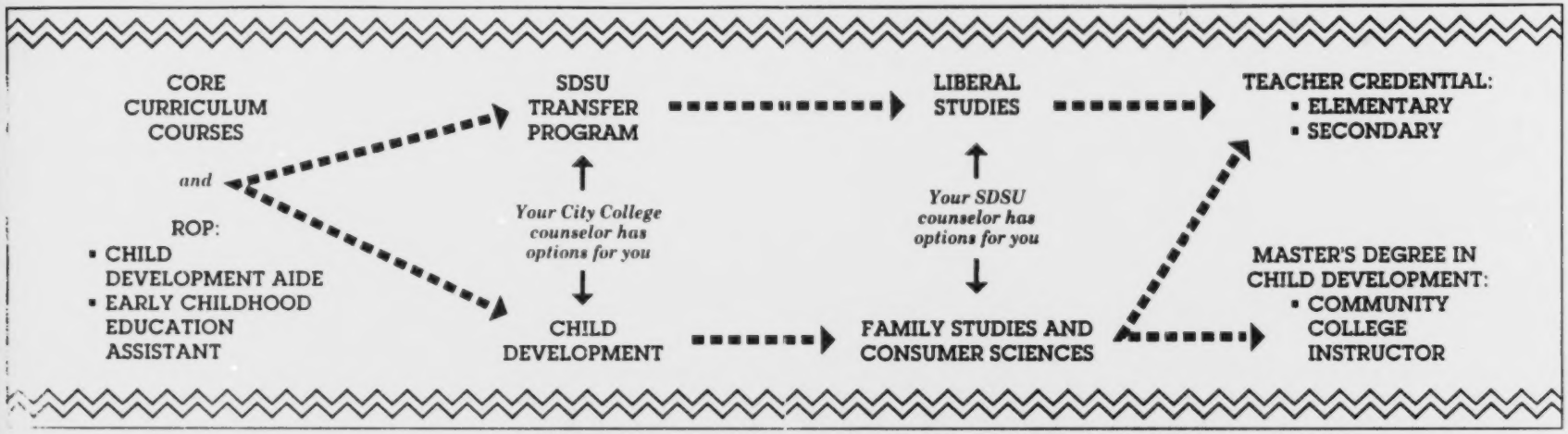
Refer to the chart inside to see the directions you can take to be a teacher. Each path has different requirements to qualify for the credential program. Please contact the office that can help you outline your future.

Produced by the San Diego Community College District under a grant funded by the Chancellor's Office, California Community Colleges.

BEST COPY AVAILABLE

START THE TEACHER EDUCATION PROGRAM, AND ACHIEVE YOUR GOALS STEP BY STEP

AT SAN DIEGO CITY SCHOOLS	AT SAN DIEGO CITY COLLEGE	AT SAN DIEGO STATE UNIVERSITY	EARN YOUR TEACHING CREDENTIAL THROUGH SDSU'S SCHOOL OF TEACHER EDUCATION
Earn your high school diploma	*Earn your associate degree*	*Earn your bachelor's degree*	*And earn a great living as a teacher!*



Contact your instructor or call Consumer and Family Studies, 293-8295

Call City College Child Development, 230-2206 or Counseling, 230-2668

Call University Advising, 594-6667

Call SDSU, The Center for Careers in Education, 594-5964 or the School of Family Studies and Consumer Sciences, 594-5380

A Career Opportunity Program for Teaching Assistants . . .

Tomorrow's Teachers

Developed by a Consortium of Educational Institutions in Santa Barbara County—1989-1990 academic year

February/March 1990 Newsletter

Editor: Lois Phillips, 964-4711, Ext. 277

Experts predict the need for teachers in this county will increase in the next ten years.

Many instructional aides who are already actively involved in classroom learning and other educational roles have expressed a strong desire to become full-time teachers. This means returning to college or the university as "reentry" students, completing all the necessary course work to earn a bachelor's degree, and then going on to complete a teaching credential.

Reentry students often have special advising, counseling and financial needs appropriate to their age, life experience, and family responsibilities that make it difficult to attend daytime classes or to eliminate work. *Tomorrow's Teachers* seeks to coordinate and publicize resources available and to help the reentry student move smoothly from one degree program to another.

We hope the information below will be helpful to you as you prepare your professional career plan.

Tomorrow's Teachers

We want to help you become a credentialed teacher!

Please complete the attached *Tomorrow's Teachers* enrollment form and return as soon as possible.

Successful SBCC Orientation

On Thursday, January 18, *Tomorrow's Teachers* held an Orientation to Santa Barbara City College. Anita Perez Ferguson and Lois Phillips of TT, Debbie Mackie Burke of SBCC, and Pat Canning, an EOPS and Financial Aid Advisor at SBCC met with approximately 40 instructional aides to talk about the resources of the college and the various student services which will help complete your degree. We expected a small group of 15-20 people and were gratified and encouraged by the turnout. Special thanks to Debbie Mackie Burke and Trish DuPar, Librarian for setting this meeting up.

The tour of the new and well-equipped Learning Resources Center and Library was impressive; students have access to computers, videotape playback units, and lots of librarian-help. Many of those who attended were motivated to set up appointments with an advisor and after only a week, 15 people interested in teaching as a career had called SBCC to set up appointments.

If you're concerned about how to pay for your college education as a part-time student, Pat Canning is especially experienced at working with adult students. Call Pat at 965-0581, Ext. 384.

Re-Entry Road Map

"Where do I start? Who'll help me make the right decisions?"

If you are exploring the idea of completing your AA degree, SBCC Academic Advisor Allyson Zimmerman is ready to help you enroll in General Education classes and prepare for the day when you can transfer to Cal State or the University of California. Whether you are just beginning your college studies, or close to completing either your AA degree or transfer requirements, you will find Allyson to be a helpful, friendly ally. Call her at 965-0581.

TOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWS

Announcing Three CBEST Workshops

All applicants to credential programs must pass the California Basic Educational Skills Test (CBEST), which is offered six times a year.

"How do I apply to take the exam?"

- Contact your School District Personnel Office for the application forms.
- The next CBEST exam occurs on April 7. Nearest exam sites are UCSB or Cal Poly.

(Continued on page 2.)

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

WILLIAM J. CIRONE, Superintendent

4400 Cathedral Oaks Road (P. O. Box 6307), Santa Barbara, California 93160-6307 (805) 964-4711

"What's the value of these workshops?

"These workshops prepare participants to successfully take the CBEST examination. Preparation in reading, writing, and mathematics will be emphasized as well as test-taking strategies.

- **In Lompoc,** two Saturdays: March 24 and March 31 at Lompoc High School. Participants will also need to purchase the Cliffnotes CBEST workbook. Call Adult Education to register at 735-8937. **FEE is $10.00**
- **In Santa Barbara,** two Saturdays: May 5 and 12, 8:30 a.m. - 4:30 p.m. at the Wake Center, 300 North Turnpike, Room B-1. Preregistration not necessary. **NO CHARGE**
- **In Thousand Oaks,** at Cal Lutheran University on March 24 (Course # ED 774.P) and May 19 (Course # ED 774.Q) on CLU campus, Peters 106. Call CLA to register at (805) 493-3130. **FEE is $50.00**

P.S. We would like to know that you heard about the workshop or the exam from Tomorrow's Teachers; please return the attached form to our office. Thanks!

TOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWS

Credential Information Meeting and Reception for Instructional Aides

Tuesday, April 24, 1990 • 3:30 p.m.

UCSB Graduate School of Education

***Suzanne Raphael,* Credentials Analyst**

Meet Dr. Richard Shavelson, Dean of the School of Education, and Dr. Dick Jamgochian, Head of Teacher Education. Refreshments will be served!

FREE PARKING — If you sign up for the Credential Meeting in advance, Suzanne will send your name to the Traffic Booth Personnel and you will receive free parking on campus that day. Call TT at 964-4711, Ext. 277 to sign up.

NOTE: A second meeting is planned with Deborah Behrens, UCSB Educational Placement Counselor (who finds jobs for teachers!). Date to be announced.

Pre-Professional Seminar

Dr. Jamgochian offered enrollment in the pre-professional seminar taken by UCSB Juniors to aides who are considering completing their degrees and credentials. This 3 or 6 unit course can be taken for non-credit and will "broaden the aides' point of view beyond the single classroom experience" and introduce general principles of education at another level of thinking that is important preparation for upper division studies and the credential program. Instructional aides can enroll in courses in the Pre-professional sequence through UCSB's Concurrent enrollment without being a regularly enrolled UCSB student. For more information about this opportunity, call Dick Jamgochian at 961-2104.

TOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWS

Sign up for a campus tour!

Tours of various campuses are being planned, beginning with the Cal State Northridge, Ventura campus in late March. If you are interested in meeting with representatives of admissions and financial aid offices, please call 964-4711, Ext. 277 to register. You may not already know that Cal State is particularly flexible in scheduling their classes — both for the BA degree and the Credential program — in the late afternoons to meet the needs of adult students. The only time that Cal State/Ventura students would need to attend a full-day program is during their 6 weeks of student teaching. The tours are directed to meet the interests of Instructional Aides but all are welcome.

TOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWS

Taking Affirmative Action

Did you know... that colleges and universities have targeted recruitment efforts directed towards minority populations? If you are interested in completing your degree program, and you qualify for consideration as a member of an underrepresented group, you will be given special consideration when you apply. Call the admissions office at the college or university of your choice for more information on its policy.

Evaluation of Foreign Transcripts

If you took courses or completed a full degree (or a credential) in another country and need to have your transcript evaluated in order to complete your degree or become a credentialed teacher in California, we have located a service that can do it for you. The director formerly worked for the University of California system and, to meet what she saw as an unmet need, developed the

International Educational Resources Foundation, Inc.,
P. O. Box 66940
Los Angeles, CA 90066
(213) 390-6276

In my conversation with the director, she indicated that the colleges and universities rarely contest their recommended interpretations and evaluation of transcripts. Call Judy Berger at the above number for more information on fees and procedures.

TOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWS

How did she do it??

Meet *Amparo Duarte,* Instructional Aide

A fulltime instructional aide at La Cumbre Junior High School, Amparo has completed her BA degree and will soon begin the Single Subject Credential Program at UCSB. Her goal is to teach Spanish. Amparo's success is truly remarkable, attesting to the power of determination and the importance of having a clear goal.

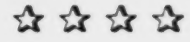
There were many obstacles to overcome. The fourth of six children, she grew up on hand-me down clothing. The family was able to send the two eldest children to a community college, but it wasn't financially possible for Amparo or the others to complete their degrees at that time. In describing her lifeline, she says, "I married at twenty, had two sons, and did a good job raising them. Then it was time for me to think about working." Years spent working in the Ventura County Sheriff's Department as a jack of all trades, made it clear to her that she "wanted to do something more for the kids than booking them as criminal offenders. When I quit, I told my supervisor that I wanted to keep teenagers out of the criminal justice system."

"I had always liked school and when I took one course at Ventura Community College, where I did very well and found supportive professors in the Music and Psychology Departments, I decided to go on to complete the BA degree and transferred to UCSB with a 3.78 average." Attending UCSB from 1985-88 on a fulltime basis, Amparo also received a work-study package as part of her financial aid package; in this capacity, she worked for Upward Bound as a tutor and was a liaison with the local high schools. She adds, " I have good things to say about the people in the Financial Aid Department."

Amparo sees that "having a BA makes a difference in the pay scale and benefits I qualify for. I made the right choices." Although health problems intervened, she's now about to return for the final phase of her educational certification so she can teach Spanish.

She belives that, as a role model, being a Hispanic teacher means a great deal to the students. One young man, now an assistant manager at a local supermarket who is also attending college part-time, thanked her for encouraging him to stick with his Spanish-language skills, saying it's the reason he's moving ahead with his company. Amparo says, "It's a great feeling to see the kids flourish into successful young men and women."

Amparo has achieved far more than her original dream of keeping kids out of the juvenile justice system. She's made a difference in raising their aspirations for successful careers by the self-confidence she's gained from achieving her own goals and the knowledge she's gained from succeeding, even in large educational institutions. In summary, we can see how mentors, financial aid opportunities, and flexible work-study programs were all important dimensions of Amparo's educational experience, supporting her own determination to become a teacher. *Bravo!*



Profiles wanted!

Are there other instructional aides — past or present — whose success story needs to be told. Let us know by calling 964-4711, Ext. 277.

How do I apply?

To receive a catalog and an application form or to set up an appointment with a financial aid advisor at one of the following schools, please call the appropriate number below.

- **SANTA BARBARA CITY COLLEGE** 965-0581
  - Admissions ..... Ext. 200
  - Counselor Allyson Zimmerman ..... Ext. 285
  - Financial Aid ..... Ext. 302, 303

- **WESTMONT COLLEGE**
  - Admissions 565-6000
  - Education Department 565-6165
  - Tuition: $4,560 per semester (full-time)

- **UCSB**
  - Undergraduate Admissions 961-2881
  - Graduate Division (Education) 961-2277
  - Suzanne Raphael, Credential Analyst 961-2036
  - Tuition: $525.89 per quarter(full-time)

- **CAL STATE NORTHRIDGE — Ventura Campus**
  - Janice Wilde 656-3606
  - Tuition: $219 (Part-time) to $375 (full-time) per semester

- **CHAPMAN COLLEGE — Lompoc — VAFB**
  - Ramona Lambert 734-3310
  - Education 735-2754
  - Tuition: $378 per 3 unit course (Offers 5 semesters per year, evening classes)

TOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWSTEACHERSTOMORROWS

Organizational News

Tomorrow's Teachers is coordinated by Anita Perez Ferguson; Lois Phillips is the SBCC Site Coordinator for Instructional Aides. On February 9, Lucy Berger, California Community College Chancellor's Office; Stephen J. Handel, Articulation Analyst, UC Office of the President; and Dr. Michael Stephan, Pasadena City College, visited us to learn more about the progress being made on the grant awarded to *Tomorrow's Teachers* to help us develop the program.

Stephen and Lois met with Dick Jamgochian, Professor of Education and Director of the Teacher Education at UCSB. He encouraged instructional aides to apply to the credential program, appreciating the experience and motivation they bring to bear and the interchanges and relationships which develop between younger and older students. We learned that after the applicants' admissions materials are reviewed by the Graduate Division, those students who meet the gross objective criteria have their materials sent to the School of Education — recently 150 applied and 60 were accepted into the Multiple Subject credential program. The Single Subject Credential has fewer applicants and most are accepted; this is encouraging news to people interested in teaching in such areas as Art, Foreign Languages, Mathematics, and Science.

Report to Educational Leadership Coalition

Other February meetings involved a progress report by Lois and Anita on February 14 to Dr. Barbara Uehling, Chancellor UCSB; Dr. Peter MacDougall, President SBCC; John Romo, Vice President SBCC; Bill Cirone, County Superintendent of Schools; David Winter, President Westmont College; and Superintendents of Goleta, Carpinteria and Santa Barbara School Districts. Nancy Emerson, Specialist, Teacher Programs, who wrote the grant application with Carol Diamond of SBCC, was also present.

Anita reviewed the progress of the junior high, high school and college student programs of *Tomorrow's Teachers*, including the selection of high school Site Teachers and *Tomorrow's Teachers* Clubs. There is a great deal of enthusiasm for this project by students and teachers. Lois described the successful Orientation Meeting at SBCC, and the numbers of phone inquiries from instructional aides. Other issues discussed were the obstacles to completing the degree and credential programs (at both the individual and the institutional levels), the need to creatively utilize existing resources at college and university Counseling and Financial Aid Departments, and identify additional resources and funding from the state level. Information about TT's progress will be sent regularly to Senator Gary K. Hart and Representative Jack O'Connell.

For more information, call

TOMORROW'S TEACHERS
Office of the County Superintendent of Schools, Santa Barbara County at 964-4711, Ext. 277.

NURSING READINESS COURSE

Summer 1990 at Santa Barbara City College
July 9th through July 27th

Could this be you?

Do you enjoy people? Are you adaptable, sensitive, empathetic, and non-judgmental? Do you know that nurses often provide more hands on personal care to patients than do other health care professionals.

Come, Check Out Nursing!

If you are a junior or senior in high school, or a recent high school graduate, this course introduces you to several options in nursing education and nursing careers. Develop personal awareness in relation to yourself and to the role of the nurse. Increase your communication skills! Become acquainted with Santa Barbara City College and the Nursing Learning Lab.

This Nursing Readiness Course is offered through the 2+2+2 Nursing Program.
Monday through Friday, 8:00 am to 12:00 noon
Room A163 at SBCC for 3 Units.

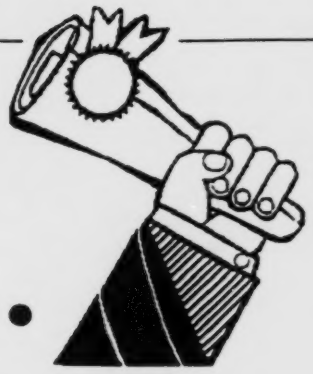
Underrepresented students are encouraged to participate!

Applications are available:
AT YOUR LOCAL HIGH SCHOOL OR
SANTA BARBARA CITY COLLEGE
ADMISSIONS OFFICE
ADMINISTRATION BLDG ROOM A-145

For more information call:

Janie Guillermo
2+2+2 Nursing Program Coordinator
Santa Barbara City College
965-0581 ext. 502. Please leave a message.

We'll Pay Your Way...



...to college and a teaching career

TEACHERS OF TOMORROW

WHAT
A "forgivable loan" scholarship

WHO
For minority high school seniors interested in a career in teaching

WHERE
Students will attend American River College
and/or California State University, Sacramento

HOW MUCH
Tuition and books for up to 5 years

STARTS
Fall 1991

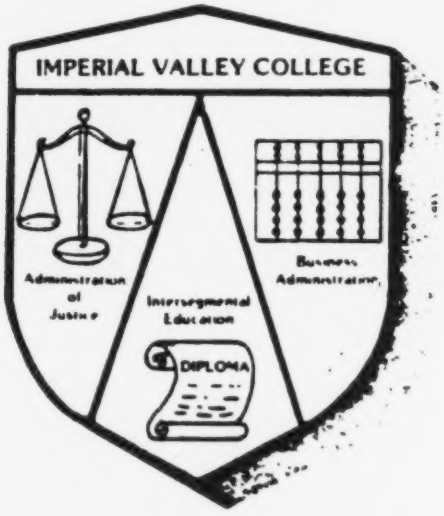
MORE INFORMATION
Pick up an application in your counseling office or career center

TIMELINES

Applications available	January 15
Application Due	March 1
Paper Screening	March 15
Finalists Notified	March 22
Interviews	April 8-12
Announcement of Selection	April 19
Award of Scholarships	May/June

A COOPERATIVE PROGRAM OF
American River College • California State University, Sacramento
Grant Joint Union High School District • San JuanUnified School District

Imperial Valley College



LAW ENFORCEMENT FESTIVAL

APRIL 27, 1990

SCHEDULE

SESSION		ROOM #
8:00 a.m.: Registration		Health Sciences Bldg
9:00 a.m.: Opening Session		2131
Welcome	Sharon Padilla-Alvarado 2 + 2 + 2 Project Coordinator	
	Dr. Hector L. Lopez Vice President Counseling & Student Services	
Keynote Speaker	Bill Jaynes District Attorney Imperial County	
10:00 a.m.: Workshops		
State Dept. of Corrections	Loretta Fine Recruitment Analyst New Prison Activation Unit - Sacto.	2131
	John Delfin Recruitment Analyst Dept. of Corrections - Sacto.	
	Rosalinda Richards Correctional Officer Chuckawalla State Prison	
U.S. Customs	Javier Pacheco Canine Enforcement Officer Calexico	505
	Richard Mendibles Trainee Inspector Calexico	
California Highway Patrol	Cristina Labrada Recruiter San Diego	509

		Track
11:00 a.m.: Field Event		
Physical Agility Competition	Maria Mason John Jordon El Centro Police Dept.	
Police Dog Demonstration	Mike Burke Dog Trainer Imperial Police Dept.	

12:00 p.m.: Lunch

Note: Festival participants may pick-up their lunches at the Track, the Ramada seating area next to the Student Center has been reserved.

1:00 p.m.: Workshops		
State Parks & Recreation	James Wassmund Adalberto Langarica District Recruitment Coordinators Salton Sea	201
Police Dept.	Maria Mason Crime Prevention Specialist El Centro	204
Interviewing & How To Fill Out A State Application	Loretta Fine John Delfin Rosalinda Richards	2131
2:00 p.m.: Closing Session		2131
Transfer Requirements	Ralph Marquez Transfer Center Director	
	Vivian McCann Hamilton Transfer Counselor San Diego State Univ. - I.V. Campus	
Awards Presentation	Mary Kay Borchard Gary Rodgers Instructors Administration of Justice	

BEST COPY AVAILABLE

San Bernardino Valley College

Dear Parents:

Early in this school semester your child expressed an interest in receiving college credit from San Bernardino Valley College for completing coursework in the AUTO BODY REPAIR class taught at San Gorgonio High School.

Technology education is important to all students. These classes help students planning to go to college as well as those who will enter vocational training after high school. Careers demanding an understanding of technology are open to men and women equally. That's why both boys and girls need technology education.

An articulation agreement is in place between San Gorgonio High School and San Bernardino Valley College that states that when the participating student completes the competencies required to satisfy the course objectives, and completion of the "Application for Articulation Credit" is accomplished, the student can enroll in courses at San Bernardino Valley College and eventually receive college credit for their high school coursework.

Some of the advantages of this articulation agreement to the student are:

Eliminates course work duplication, thus reducing costs for both the student and the institution.

Enhances job opportunities for the student by identifying student job qualifications and by acquiring specific marketable job skills.

Eases student transition from the secondary school to the community college.

Helps to better prepare students for a college level curriculum.

Helps define career goals.

If you have any questions concerning this program, please call me at (714) 888-6511, extension 1330.

Sincerely,

Edward J. Szumski
Assistant Professor, Electronics
2+2+2 Articulation Project Director
San Bernardino Valley College

701 South Mount Vernon Avenue
San Bernardino, California 92410 ● (714) 888-6511
A College of the San Bernardino Community College District

SECTION VII

Student Support Services

I. **Statement of Key Concepts:** Linking student support services in order to assist in the recruitment, retention, advancement, and placement of 2+2+2 student participants is a key component in the articulation process. Student support services at all segments must be coordinated in a way that motivates students toward an educational goal, provides the structure and educational continuity to achieve this goal, and prepares these students to be successful. This is particularly true for underrepresented students. Identifying key support services at each segment, defining the role and responsibilities of faculty and staff in supporting 2+2+2 participants through the program, and providing materials and training necessary to ensure system-wide coordination is essential to student success.

A. Student Support Services

- program support staff
- program support activities
- influential individuals and programs chart

B. Articulation Handbook

- handbook contents
- checklist for secondary level counselor

II. **Overheads**

A. Program Support Staff

III. **Handouts and references**

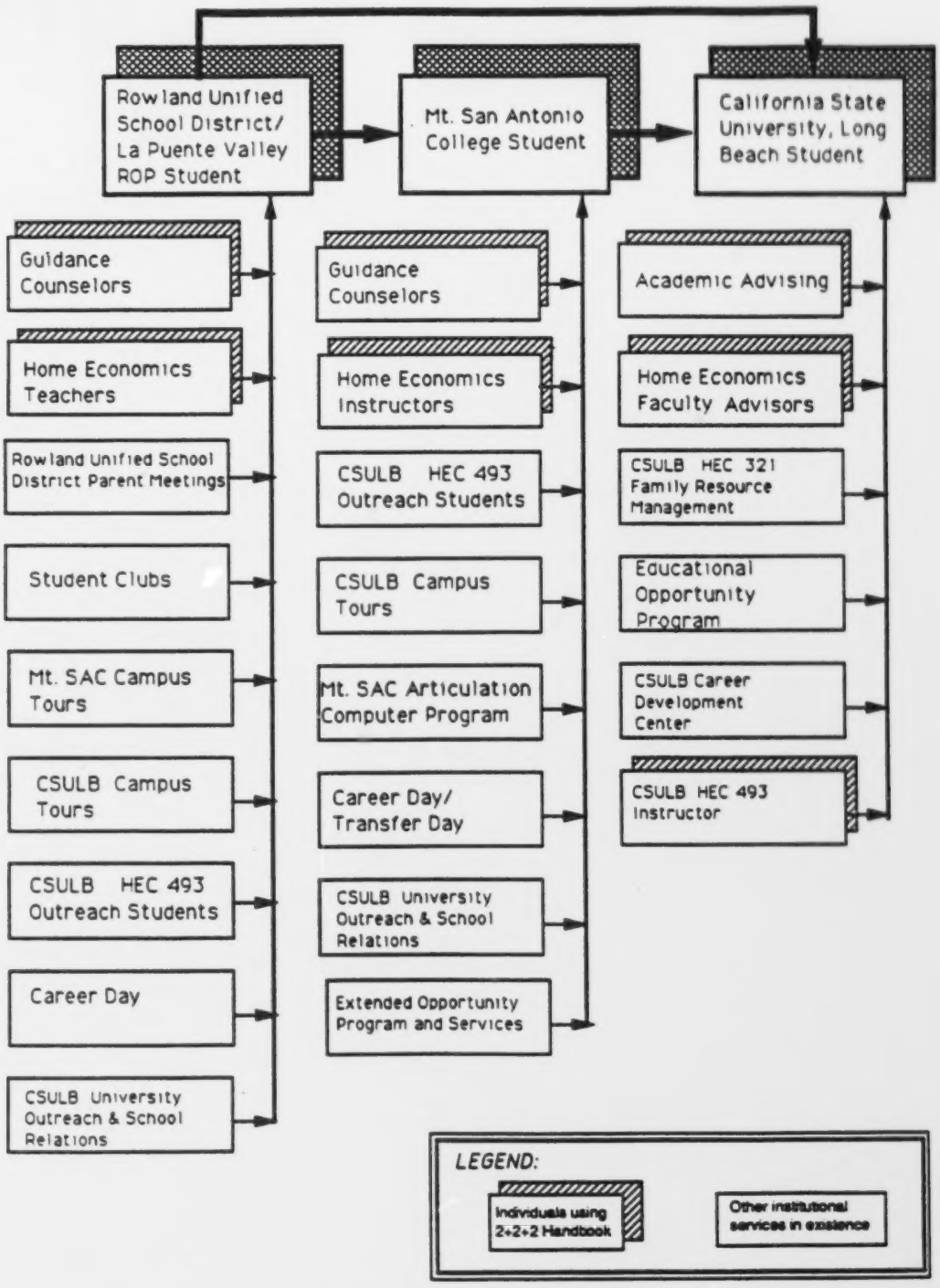
SUPPORT SERVICE RESOURCES

Program Support Staff

The following chard gives a general overview of the most likely school and community personnel to notify or deliver student support services in a 2+2+2 program at each academic level.

	High School	Comm. College	4 Yr. College	Community
Recruitment	Faculty Counselors Peer Counselors	Admissions Officer Faculty Counselors Peer Counselors Special Program Directors	Admissions Officer Financial Aid Officer Outreach Officer	Recruiters Industry Professionals
Retention	Counselor Learning Disabilities Center Peer Counselors	Counselor Study Skills Center Peer Counselors	Counselor Study Skills Center	Work Study Program
Advancement	Records Clerk Faculty Counselors	Registrar Faculty Counselors Transfer Center	Registrar Faculty Transfer Center	Personnel Department Intern Coordinator
Placement		Placement Office	Placement Office	Recruiter

Influential Individuals and Programs


Rowland Unified School District/ La Puente Valley ROP Student
Mt. San Antonio College Student
California State University, Long Beach Student
Guidance Counselors
Home Economics Teachers
Rowland Unified School District Parent Meetings
Student Clubs
Mt. SAC Campus Tours
CSULB Campus Tours
CSULB HEC 493 Outreach Students
Career Day
CSULB University Outreach & School Relations
Guidance Counselors
Home Economics Instructors
CSULB HEC 493 Outreach Students
CSULB Campus Tours
Mt. SAC Articulation Computer Program
Career Day/ Transfer Day
CSULB University Outreach & School Relations
Extended Opportunity Program and Services
Academic Advising
Home Economics Faculty Advisors
CSULB HEC 321 Family Resource Management
Educational Opportunity Program
CSULB Career Development Center
CSULB HEC 493 Instructor
LEGEND:
Individuals using 2+2+2 Handbook
Other institutional services in existence

Careers 2000 acknowledges **Mt. San Antonio College** and their publication **Handbook for an Articulated Career Education Program in Home Economics.**

Program Support Activities

- Regular high school campus visits by high school liaison officer to advise individual students about course requirements
- College visitations hosted by community college and four-year college student participants
- Intersegmental peer mentoring and networking through visits by program enrollees to high school/ROP campuses
- Advisement by designated counselors at each segment; periodic review of student academic progress
- Career counseling
- Early assessment and advisement regarding enrollment and student services at the next segments
- Priority assistance for participants from previous segment with registration, matriculation, and course selection
- Mentoring and tutoring programs
- Work experience and internship programs
- Job placement arrangements with related local business and industry
- Program-specific high school and college clubs
- Financial aid advisement/scholarship support
- "Aim to Teach" outreach (CSU San Diego)
- Adult reentry center services
- CBEST practice workshops

Contents

An Articulation Handbook is an important guidance and counseling reference containing information for students, faculty, and counselors. This handbook is a valuable in-servicing tool, and serves to train new staff unfamiliar with articulated programs. It typically contains:

- Overview of articulation
- Glossary of terms
- Benefits of articulation
- Articulation process and procedures
- Transfer of credit information
- Checklists outlining the responsibilities of faculty, staff, and students at each segment
- Articulated course list
- Enrollment and follow-up forms
- Curricular pathways material
- Supplementary information regarding college enrollment, internships, student services, etc.

Checklist for Secondary Level Counselor

- ❒ 1. Provide students with information explaining the articulated programs between your high school/ROP/adult school and Cerritos College. This should include an example of the "Articulation Certificate" and a "Statement of Participation" and an explanation that the student must enroll at Cerritos College WITHIN TWO YEARS of completing the articulate coursework.
- ❒ 2. Provide your counselor colleagues with a list of articulated courses containing your courses and the corresponding Cerritos College courses. This will act as a reference source for your students and their parents.
- ❒ 3. Provide your teachers with "Statement of Participation" Forms to be completed before each mid-semester and sent to Cerritos College.*
- ❒ 4. Provide your teachers with any updated information concerning the articulated programs, including enough forms (Articulation Certificates) to be completed by teachers at the end of each semester for every student completing the articulated course with an A or B.
- ❒ 5. Have the teachers return all copies of the "Articulation Certificate" an "Statement of Participation" forms to you.*
- ❒ 6. Obtain signature of Principal or Assistant Principal on the "Articulation Certificate."
- ❒ 7. Give the student his or her copy of the Certificate (last copy). Keep your copy for the student's cumulative file. Mail remaining copies as stated in No. 10 below*.
- ❒ 8. Encourage students to follow through by making an appointment with a Cerritos College Counselor when it comes time for them to enroll. Emphasize the need to bring their copy of the Articulation Certificate.
- ❒ 9. Make a list of those students having completed articulated courses at your school site and keep for reference purposes.
- ❒ *10. ALL MATERIAL (SIGNED AND COMPLETED "ARTICULATION CERTIFICATES" AS WELL A COMPLETED "STATEMENTS OF PARTICIPATION" SHOULD BE MAILED AS FOLLOWS:

  Dr. Isabelle Egan
  Articulation/Transfer Counselor
  Cerritos College Counseling Office
  11110 East Alondra Boulevard
  Norwalk, CA 90650

NOTE: Emphasize to students that credit by articulation or examination does not necessarily involve a written examination. It is a demonstration of proficiency. It could be a portfolio, an oral interview, a demonstration project, a modified final examination, etc. depending on each individual department involved with the articulated classes.

Careers 2000 acknowledges **Cerritos College** and their publication **2+2+2=$**
The Start Program Success Through Articulation, Counselors/Teachers' Manual.

SECTION VIII

Tracking Student Enrollment

I. **Statement of Key Concepts:** A well-designed student identification and tracking system is essential to articulated 2+2+2 career education programs. Such a system 1) facilitates student identification, recruitment and retention, 2) institutionalizes the transfer of courses and credit between segments, and 3) creates a data base for evaluating the effectiveness of program objectives. Without a tracking system, nothing will happen for the student, and articulation goals will not be met.

A. Student Identification

- high school segment
- community college segment
- four-year segment

B. Transfer of Credit

- high school segment
- community college segment
- four-year segment

C. Program Evaluation

- data tracking system
- tracking reports

II. **Overheads**

A. Student Tracking Model

III. **Handouts and references**

TRACKING STUDENT ENROLLMENT

Student Identification

High School Segment

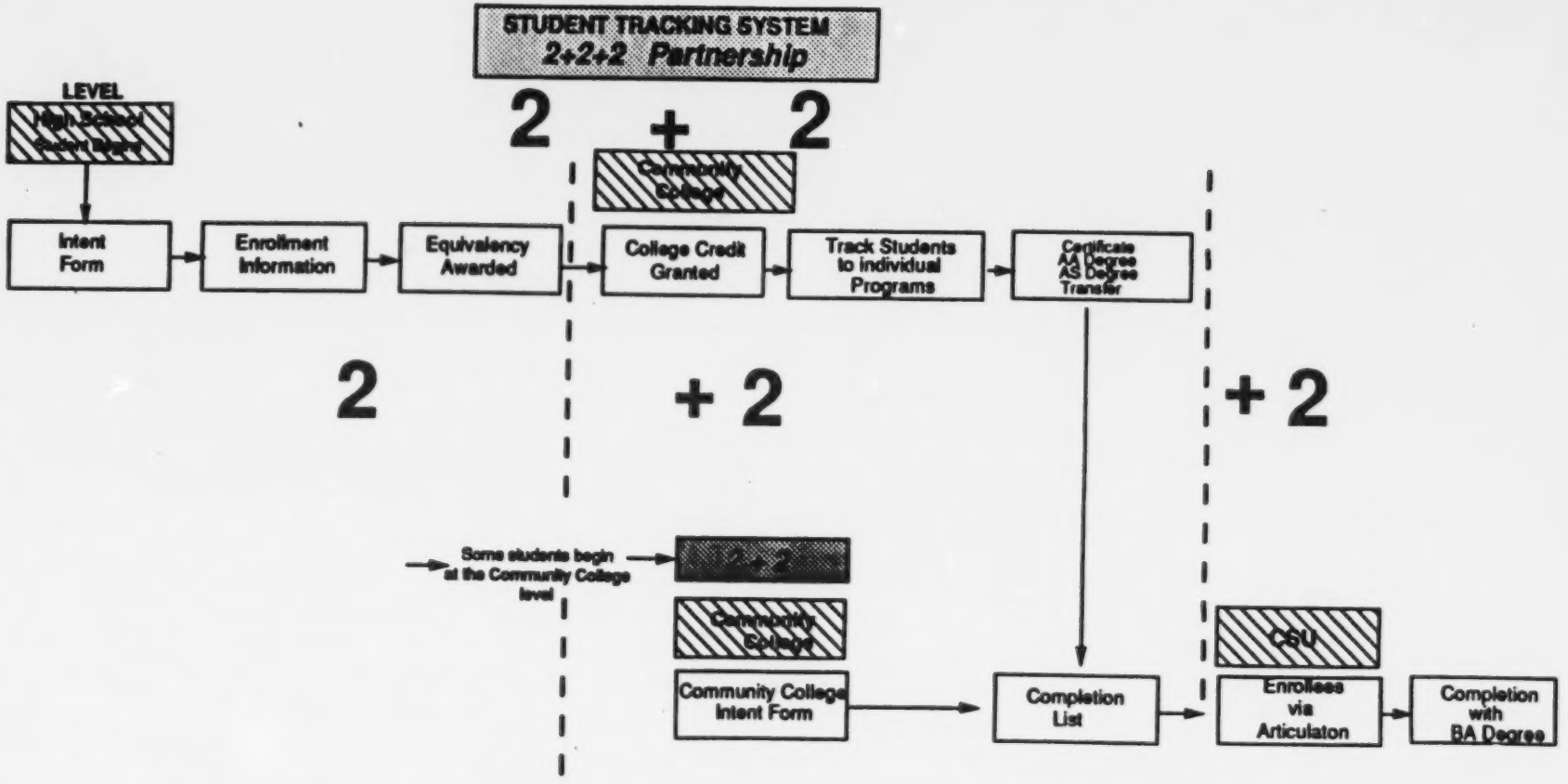
- Enroll all students in articulated high school/ROP classes (see *Intent to Participate* form)
- Generate student participation list from intent forms
- Enter articulated course grades and completion dates for each student
- Print list of students who intend to enroll at community college in upcoming semester
- Identify juniors and seniors for follow-up materials

Community College Segment

- Flag participating high school students who enroll at the community college for counseling and advisement
- Contact participating high school students who did not enroll at the community college
- Generate a list of 2+2+2 students and their course registration data for tracking through the community college segment
- Input new students entering the program at the community college level
- Identify students in their last semester at community college for counseling and advisement regarding transfer to the four-year segment

Four-Year Segment

- Record student transfer data
- Enter courses, completion dates, grades, and graduation date for students at articulated college
- Record employment information for former students employed in 2+2+2 program area
- Record reason for program termination



Careers 2000 acknowledges **Butte College** and their publication **The Secondary Partnership Concept.**

High School Level

Step 1: a) Students sign *Intent to Participate* form designed to provide participant information and to affirm the student's commitment to program goals.

Step 2: a) High school instructors of articulated courses furnish the college with the names and demographic information for each student who desires to participate in the program at the high school.

Step 3: a) Students who meet the various requirements of the course Articulation Agreement, are awarded a *Certificate of Completion* by the high school teacher on behalf of the college.

Community College Level

Step 1: a) College credit for equivalent high school coursework is entered on the student's college transcript as Credit by Exam (CBE) when the student officially enrolls at the community college.

b) Students entering a 2+2+2 program at the community college level complete an enrollment form and a *Statement of Intent to Transfer* form provided by the program instructor.

Step 2: a) The college tracks the educational progress of all students who apply for equivalent college credit via participation in the articulation program in order to provide counseling and student support services necessary for success.

Step 3: a) Certificates and Associate Degrees are awarded to students completing their educational goal.

Step 4: a) A list of students indicating their intent to transfer to a four-year college or university to complete the program will be sent to the appropriate department at the third segment. This information will be entered into the 2+2+2 data base at the community college.

Four-Year Level

Step 1: a) Students enrolling at the four-year college or university are assigned a department advisor who provides guidance regarding student support services and completion of the 2+2+2 program for the baccalaureate degree.

b) Students may be granted priority admission, if included in the 2+2+2 articulated program agreement.

Step 2: a) Data regarding program termination, degree completion, and job placement is obtained through a student follow-up survey to be used for program evaluation purposes.

Statement of Intent

East San Gabriel Valley Regional Occupational Program
Los Angeles Trade-Technical Community College
California State University, Los Angeles

To the Student:
The East San Gabriel Valley Regional Occupational Program "articulates" or coordinates the transfer of credit between the two year Fashion Merchandising Program, Los Angeles Trade-Tech Community College and California State University. The schools acknowledge your participation in a 2+2+2 articulation process that will assist you with your plans for a college education. The completion of this form will indicate your intention to further your fashion career and will enable your teacher/counselor/advisor to assist you in charting your educational goals. Completing this form will have no effect on your grade for this class.

STUDENT INFORMATION (To be completed by student)
(Please print clearly)

Name _____ **Year of Birth** _____ **Sex:** ☐ **Male** ☐ **Female**

You may elect to volunteer the following information. Provision of the information is not mandatory for participation in the program. The information is used for statistical analysis and follow-up studies on program success:

Ethnicity: (Check one)

☐ American Indian
☐ Black
☐ Asian
☐ Hispanic
☐ Filipino
☐ White
☐ Other (Non-white)

Social Security Number: _ _ _ - _ _ - _ _ _ _

Name of this class _____

Name of Instructor _____

I Certify that:

1) I understand the educational and career opportunities provided by this program.
2) I intend to transfer to _____ (Name of School) to complete this program.

My Educational Goals: (Check all that apply)

☐ 1) Earn a High School Diploma
☐ 2) Transfer to a Community College, majoring in _____
☐ 3) Earn a certificate and/or A.A. or A.S. degree in _____
☐ 4) Transfer to a Four-Year College or University majoring in _____
☐ 5) Earn a B.A. or B.S. degree in _____

Student Signature _____ **Date** _____

SCHOOL SECTION (To be completed by school staff)

Name of School _____
Teacher Approval/Signature _____
Funded Agency ID# _____

PROGRAM EVALUATION

Data Tracking System

The 2+2+2 student tracking system will allow institutions to 1) identify students for outreach and follow-up, 2) transfer articulated course credits, and 3) evaluate the achievement of program goals. The system will track the following:

Student information

- Name, address and phone number
- Social security number
- Birthrate
- Gender
- Ethnicity
- Current school of enrollment
- Grade level
- Educational goals

Important dates

- Entry into 2+2+2 program
- Exit from each segment

Courses and grades for each student from high school through university graduation or termination from program

Program termination and employment information.

Tracking Reports

Longitudinal tracking of student progress, transfer information, and program completion allow participating institutions to evaluate such factors as:

- Program completion rates
- Participation and completion rates of special populations

SECTION IX

Promoting and Funding 2+2+2 Programs

I. **Statement of Key Concepts:** Financial support for the activities and personnel involved in a 2+2+2 project, and internal and external promotion of the program, are key ingredients in a well-developed plan. Funding is necessary for faculty release time, for staff support, for publications and promotional materials, for events, student scholarships, and for travel expenses within the district.

A. Sources of Funding

- Campus and District Funding
- State and Federal Funding
- Private Funding

B. Promotion

- program promotion
- media promotion sources

C. Exercise: Promotion and Funding Plan

II. **Overheads**

A. Institutionalization
B. Funding Sources

III. **Handouts and References**

A. Appendix 1: Feature News Article
B. Appendix 2: High School Newspaper Promotion

PROMOTING AND FUNDING 2+2+2 PROGRAMS

Campus and District Funding

Institutionalization is the most desirable form of funding for a 2+2+2 program. Because many 2+2+2 program activities overlap with existing district and campus programs, coordinated efforts to support 2+2+2 programs is crucial.

Institutional Service/Program	Sample Activity
Academic Dean's Office	Allocation of Resources
Academic Departments	Counseling & Outreach, Shared Facilities and Teaching Staff
Admissions and Recruitment Office	Student Outreach/Priority Admissions
Counseling Office	Outreach/Designated Program Counselors
ESL Department	Outreach; language skills support
The Development Office	Funding Research
Placement Office	Internships/work experience job placement
Assessment Office	Early assessment and placement
Registrar/Records Office	2+2+2 transfer participant database; Credit-by-Exam designation
Financial Aid Office	Early financial aid advising for participants
Adult Education Office	Outreach; CBEST Prep classes
District and Campus Foundations	Fundraising events; program grants

1991 CCEA Presidential Awards

Each year, CCEA recognizes exemplary, innovative career education programs or practices throughout the state of California. This year's Presidential Award recipients were announced at the annual CCEA conference in San Bernardino and presented with a check for $100 along with an engraved plaque.

The 1991 President Award winners are:

Marsha Dixon
Overfelt High School, San Jose
Marsha has created a superb career program and activities integrating faculty, business leaders and military in a well-rounded program for the culturally diverse student population at Overfelt High School.

Jim Kinard
Westport School, Ceres
Jim is a dedicated mentor teacher and career educator implementing many creative programs to instruct and reinforce career education. These include "Reality Land," an economic simulation, a "Popcorn Factory Corporation" and a complex banking system.

Susan Milam
Dublin High School, Dublin
Susan has worked extremely hard at creating not only an inviting atmosphere for Dublin High students, but also a highly effective full service career center. Susan recently created a database of all students enrolled. Career goals, educational aspirations, ethnicity and an interest survey are all entered into the system when completed by each student.

Kathy Roberts
Ukiah High School, Ukiah
Kathy takes pride in working with Hispanic students to motivate them to continue their education, use their language as an asset in future careers where bilingual skills are needed, and encourage them to reach for their career goals enabling as productive citizens in the community.

Kathleen Schrieber
Culver City High School, Culver City
Kathleen is a perfect example of determination, ingenuity and dedication. The career center at Culver City High School started "from scratch" and developed into a fully operational, essential component on that campus. Career days, apprenticeship programs, shadowing programs, tutoring, guest speakers, assessment and computerized career information delivery systems all make up an outstanding career center.

OUTSTANDING CAREER CENTER AWARDS

Elaine Vogel
Westminster High School
Huntington Beach

Sharon Clark
Folsom High School
Rancho Cordova

Debra Jacks
Merritt College
Oakland

Pat Cook
El Camino Community College
Torrance

SOURCES OF FUNDING FOR CAREER CENTERS AND STAFF

- ★ Sex equity grants
- ★ ROP Funding
- ★ SIP Funding
- ★ SB 813 Funding (10th grade funds)
- ★ Chapter I - ESL Funding
- ★ School Instructional Materials Budget (principal's budget)
- ★ SB 1882 Funds (conference)
- ★ Core Curriculum Funds
- ★ PTA
- ★ Rotary Club, Elks, Service Clubs, etc.
- ★ Matriculation Funds
- ★ VEA Funds
- ★ Adult School Funds
- ★ Career Class Life Savers Sale
- ★ Career Club
- ★ DECA (cookies and pizza)
- ★ Princeton Review Funds
- ★ Educational Grants Foundation

Information from 1991 CCEA Career Center Personnel Networking Workshop.

CCEA is committed to Career Education ... and it shows!

State and Federal Funding

State Funded Programs for Articulation

- CAPP (AB 2398): California Academic Partnership Program
- CalSOAP: California Student Opportunity and Access Program
- EOPS: Extended Opportunity Programs and Services
- The California Community Colleges Chancellor's Office Fund for Instructional Improvement
- Transfer Center Projects
- Vocational Special Project Funds
- High School Restructuring Program Planning and Implementation Funds
- Office of Migrant Education
- SIP: School Improvement Plan Funds

Federally Funded Programs for Articulation

- TRIO Programs: Talent Search, Upward Bound, and Special Services Programs
- FIPSE: Fund for the Improvement of Postsecondary Education
- Tech Prep Funding: Part E, Tech Prep Education, of the Carl D. Perkins Vocational Education and Applied Technology Act

Funding Information Resource

Federal Grants & Contract: Weekly Project Opportunities in Research, Training and Services
Capitol Publications, Inc.
1101 King Street, P.O. Box 1454
Alexandria, VA 22313-2054
(703) 739-6444

Private Funding

Community Resources Sample Activities

• Private Scholarship Foundations	• Scholarship research and advisement
• Business and Industry	• Grants for program materials and equipment; outreach activities (speakers bureau, industry tours, internships, use of facilities and equipment) scholarships and mentorships
• Local Minority Organizations	• Career Opportunity Events Youth Outreach Activities Scholarships Mentorships
• Professional Organizations	• Scholarships and Grants Speakers Bureau Campus Alumni Outreach

Private Foundation Funding Educational Programs

- Carnegie Corporation Foundation
- Ford Foundation
- Gannett Foundation
- Hazen (Edward W.) Foundation
- Kellogg Foundation
- Lilly Endowment,. Inc.
- Mott Foundation
- Rockefeller Brothers Fund, Inc.

Funding Information Resources

Computer search program, designed to locate appropriate potential funding sources for specific projects maybe useful. Two such program are 1) The Foundation Center, headquartered in New York City, and 2) The Sponsored Programs Information Network (SPIN), from the Research Foundation at the State University of New York.

PROMOTION

Program Promotion

Promoting a 2+2+2 program and finding adequate funding go hand in hand. A successful program will make a newsworthy event of each stage of its development. This kind of systematic promotion will build interest and involvement on and off your campus and will help build a credible portfolio to accompany funding applications. Consider these potential headlines:

"Labor Force in Central City to Undergo Major Change by 2000"

"Educators Join Forces to Prepare Youth for High Tech Market"

"Widget Factory Invests Time and Personnel in Local Schools"

"Student Finds Renewed Hope and Opportunity in College Education"

Media Promotion Sources

Publications

- Campus Newspapers
- Student Organization
- Special Program Publications (EOPS)
- Community Newspaper
- Foreign Language Publications
- Business and Industry Publications
- Professional Publications Newsletters
- Community Group Publications
- Educational Journals
- College Alumni Publications

Electronic Media

- Radio
- Television
- Cable T.V./Community Access Programing

Resources and Techniques

- Public Information Office (public relations)
- News Releases
- Opinion Editorial ("Op Ed") Articles
- Feature Stories
- Photographs
- Student and Faculty Profiles

Exercise: Promotion and Funding Plan

	High School	Community College	4-year College or University
Funding Needs: A. B. C. D.			
Funding Plan: A. Immediately Available B. Institutional Sources C. Grants, Foundations and Local Groups D. Long-Term Sources			
Funding Talent: A. Grantwriter B. Team C. Committee D. Budget Personnel			

Section IX

APPENDICES

Appendix 1: Feature News Article

Appendix 2: High School Newspaper Promotion

Appendix 1

Santa Barbara News-Press, Friday, March 8, 1991

FRIDAY FORUM

Who will fill tomorrow's teacher shortage?

John Romo is vice president of academic affairs at Santa Barbara City College

By John Romo

California needs 90,000 new teachers by the year 2000. Santa Barbara County alone may need nearly 2,800 new teachers just to replace those instructors who will be eligible for retirement in the '90s.

These new teachers will need to be equipped to handle the changing student demographics in our state. They will need specialized training to work effectively with the rapidly changing student population. They will need to be comfortable working in a diverse cultural and linguistic classroom environment.

The notion of a multicultural classroom is not futuristic, not an abstract conjecture. In some school districts as many as 35 different languages are spoken by students. In our own community, many of our elementary schools are already populated by students from a wide range of language and cultural backgrounds. One school, Isla Vista, has been cited for its innovative approaches in meeting the need of students speaking 27 different languages.

Tomorrow's Teachers has been developed by a partnership of local school districts, the Santa Barbara County Education Office, Santa Barbara City College, UCSB, Westmont College and the Santa Barbara Scholarship Foundation to address the need to attract the best students to a career in teaching.

Grants from the chancellor's office of the California Community Colleges have provided funds to begin the process of encouraging students — from high school to re-entry adult students — to choose teaching as a career. As a first step, Tomorrow's Teachers has developed articulation agreements between institutions that will make it easier for students to transfer from high school to a community college, a Bachelor's of Arts program and ultimately to a credentialing program.

For many prospective students the need for financial aid is a serious issue. Ironically, those choosing teaching as a career may find that traditional sources of financial aid are not available to them.

Tomorrow's Teachers is also addressing this issue by providing students with the best advice possible on funds that are available to them and by working to identify new sources of financial support.

As an example, all proceeds from a recent Beach Boys concert sponsored in cooperation with the Love Foundation will go into student scholarships. This type of activity is essential if we are going to encourage underrepresented and low-income students to enter the field of teaching.

We've also found that there is a rich pool for potential teachers in our schools in the instructional aides who daily work with children and provide support to teachers. Over 90 instructional aides in the south county alone have indicated that they want to be teachers.

Interestingly, many of these aides already have degrees or credentials from other states or countries and/or are bilingual but were stopped in their professional tracks by the often intimidating credentialing and bureaucratic process. Tomorrow's Teachers is helping these people to find the academic advising and financial aid required to ease the transition back to college or to the appropriate credentialing program.

Given the often negative press coverage and the complex issues facing educators today, why should someone choose teaching as a career?

Those who love teaching point to the satisfaction of positively affecting the lives of the next generation. A teacher's influence extends beyond the student to the parent and the community. Teachers are important, and efforts to restructure education will reinforce this as they will be assuming a greater leadership role in shaping school policy. We must encourage idealistic and committed professionals to choose teaching as their career.

A recent hearing by the California Assembly Committee on Education addressed the impending teacher shortage and looked specifically at the success of teacher education programs in recruiting minority students.

Problems identified included: inadequate financial aid and child care for students, rigid credentialing protocols that discriminate against the instructional aide, and the possibility of racial bias in the CBEST exam which is a prerequisite for admission to a credentialing program.

Suggested solutions by speakers included: loan forgiveness programs for teaching in inner-city schools, work experience credit to instructional aides to shorten or eliminate their student teaching experience, reciprocity with credentialing commissions in other states, and emergency credentials for bilingual teachers while they are enrolled in credentialing programs.

Additional testimony pointed to the ways in which other professions, business, industry and other graduate fields attract the highest quality minority students with financial incentives and career ladders.

Although the challenges to our local teacher recruitment program are great, the creative strategies we've developed have involved several hundred interested potential teachers. Many of the strategies will be institutionalized.

A special adviser has been assigned to help students plan their degree programs in order to most expeditiously achieve their credential. A Tomorrow's Teachers club has been organized to provide peer support and access to role models.

A pilot summer institute for high school students at SBCC last summer combined an internship in local summer elementary schools with a college (credit) course called "Introduction to Teaching as a Career."

High school clubs, which are run by faculty members at the four south county schools, will be touring local college campuses where they will also learn about the student services designed to help them complete their pathway to a credential.

As we begin the last decade of the century, we must recruit the highest caliber of teachers who have the necessary classroom expertise to ensure that all our kids will succeed.

Section 9.9

BEST COPY AVAILABLE

The EAGLES FLIGHT

John Glenn High School

Volume 28-- EDITION 10 MAY 3, 1991

CELEBRATING INDEPENDENCE

by Lizeth Ramirez

You're in the middle of a big room and suddenly "charros" and girls dressed in big colorful skirts start dancing to music by "mariachis." You probably entered a party of Cinco de Mayo. However, students here at John Glenn usually don't know why this day is celebrated.

While the Civil war was taking place in the United States, there was also another war between the Mexican and French. This all started because of the debts that Mexico owed France, Spain and Great Britain. These three countries demanded that Mexico should pay for it right away. But Benito Juarez said he wouldn't pay.

Then the French, Spaniards, and British threatened to start a war. But Spain and Great Britain didn't follow through the threat because they found out that France just wanted to take over Mexico. When the French were waiting for back-up, the French commander decided to fight with only 5,000 soldiers. So Mexico fortunately won the fight at Puebla. There will be a celebration at school before the actual Cinco de Mayo because the date lands on a Sunday this year.

May 3rd there will be an assembly in honor of the Cinco de Mayo. Also after school from 6:00 P.M to 8 P.M there will be a special show for parents and children, as well. They will have a complete dinner and entertainment. For children it costs $3.50 and for adults it costs $5.00.

ANDERSON CHOSEN BY PEERS AS "THE TEACHER"

by Michelle Owens
Editorin cheif

Mr. Stan Andersen was recently elected Teacher of theYear by his fellow John Glenn peers.

"It's really a kick and I'm thrilled by the whole thing," Andersen said. He also said that he is especially honored that to be chosen by his friends.

Mrs. Marylouise Ortega John Glenn principal, was "very pleased" with the results." He (Andersen) is a strong representative of our profession and his dedication and commitment to his students makes him deserving of this recognition," said Ortega.

Former student Angelina Marin said , "I love Mr. Andersen! He made learning fun and he always made me feel like someone special."

Miss Leslie Blesener, language arts teacher and last year's Teacher of the Year, was "delighted" by the voting results." He is a fine person and no one seems to have a bad word to say about him." she said. Miss Blesener often shares ideas about teaching with Mr. Andersen and she admits that she tries to be a little like him. "I'm pretty glad that another language arts teacher won!" laughed Blesener. Mr. Bert Briones, vice-principal in charge of discipline, agrees that Andersen deserves this honor, but adds that all the teachers at Glenn are very good. "We have one of the best staffs I have ever seen," said Briones, "and I think we all need to appreciate them more."

Glenn security guard Marie Banales agreed by the saying, "Teachers are extremely under -valued and that's a shame."

Andersen said, sincerely, "I wish every teacher on this campus could win. We all need a pat on the back every once in a while."

BEST COPY AVAILABLE

SENIOR BOX

by Michelle Owens
Editor-in-Chief

Even though it is fourth quarter and graduation is just a few weeks away, there is still a lot to be remembered.

It is not too late to apply to some Cal State campuses. Los Angeles, Fullerton, and Dominguez Hills still have openings available. Applications are in the counseling office.

The LULAC scholarship is due May 15th and the Paul Douglas teaching scholarships are due June 30th. There are constantly new scholarships available, so keep an eye on the bulletin. Also, if you need any help with financial aid or anything else, see Mrs. Estelle Burnetti, college counselor, in the counseling office.

If you are interested in attending Cerritos College, see Mr. Mark Diaz, senior counselor, in the counseling office. He will help you with applications for both summer and fall classes.

Visiting the university you are planning to attend is very important, but not always easy to arrange. Now you can call a 900 number and take a "phone tour" of the college of your choice. Over 300 campuses in all 50 states are represented. California campuses include Cal State Fullerton, UC Berkely and USC. Each campus searchline call costs $2.50 and the brochure, which includes the telephone number and all college codes, is available in the counseling office.

Don't forget to pay for your Senior obligations or you will not receive your diploma! It is also important that you check the spelling of your name with Bonnie in the counseling office. Your do not want any mistakes on your diploma.

The following is a chronological list of all events that are currently scheduled for the rest of the school year: Prom at the Whittier Hilton (May 17); SAT testing (June 1); Senior Tea (June 9, 2:00-4:00); Senior Awards Night and Senior yearbook distribution (June 11, 7:00); Senior panoramic picture (June 12, 12 noon); graduation ticket distribution (June 14); Senior breakfast (June 17); Graduation rehearsal (June 18, 10:00 AM); Graduation at La Mirada stadium (June 18, 6:00 P.M); Senior diploma distribution, barbecue/picnic (June 19); Grad Nite at Disneyland (June 19, 10:00 P.M-5:30 A.M)

Any changes or corrections and further details will be announced in the bulletin.

CERRITOS COLLEGE AND JOHN GLENN HIGH SCHOOL PRESENT:

The Following Courses at John Glenn High School Equal Cerritos College Credit for you Now!!

Auto 1
Auto 2
Auto 3
Drafting 2
Drafting, Advanced
Electronics, Advanced

Accounting 1 and 2
Shorthand 1 and 2
Typing 1, 2, and 3
Word Processing 1 and 2

See Your Instructor or Mr. Diaz in Counseling TODAY!!!

SECTION X:

Action Planning

I. **Statement of Key Concepts:** Designing and implementing a 2+2+2 articulated career education program involves an ongoing cycle of program planning, development, implementation and evaluation. Establishing an articulation council, program goals and objectives, outreach and support strategies, and a tracking and evaluation system is crucial to the success of articulation efforts.

A. Timeline
B. Implementation Plan
C. Action Plan
D. Planning and Evaluation

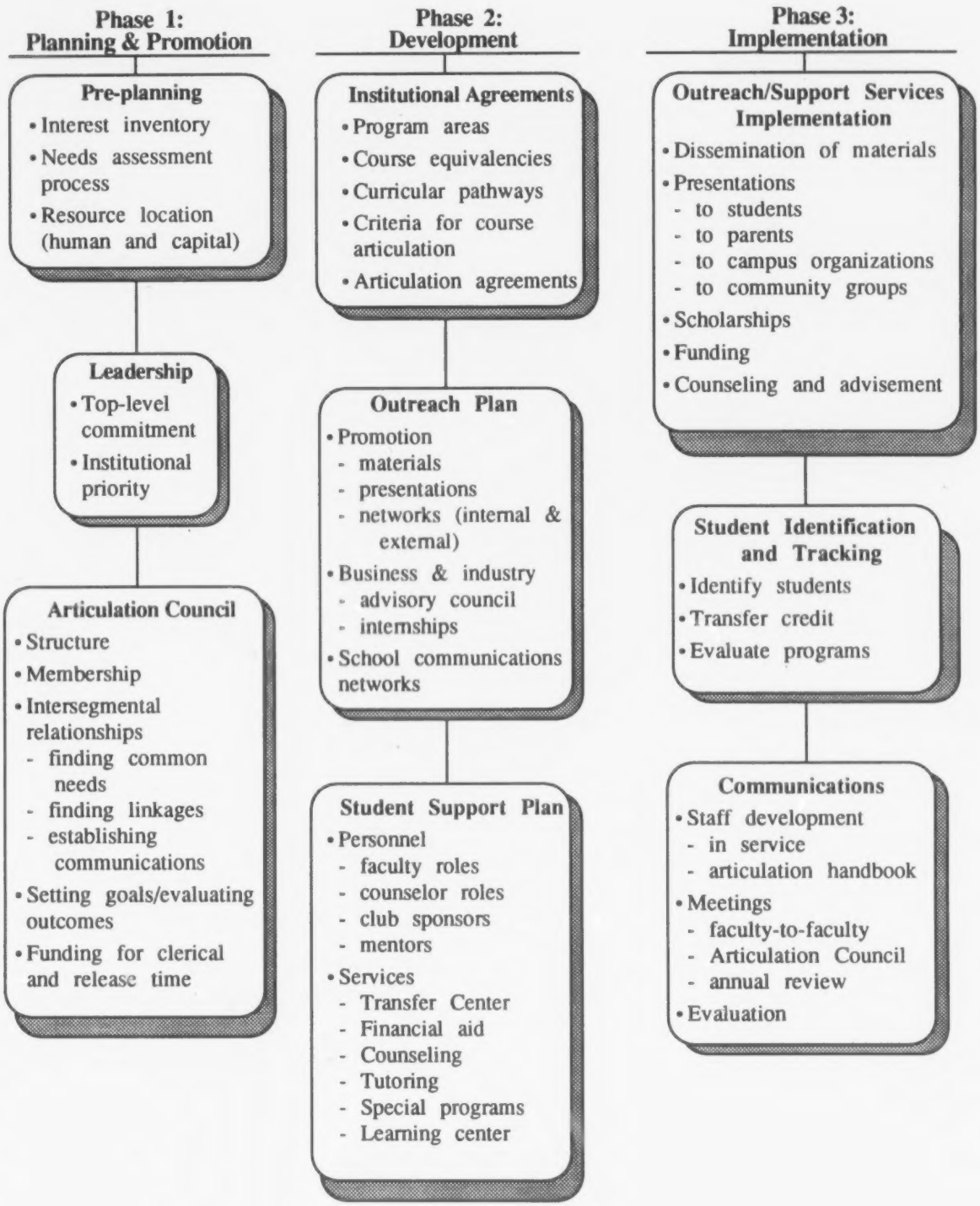
II. **Overheads**

A. Timeline

III. **Handouts and references**

A. Action Planning Packet
B. Partnership Planning and Evaluation Worksheet

3 Phase Timeline for Developing 2+2+2 Programs



SAMPLE PHASE 3 IMPLEMENTATION PLAN

(refer to page 10.2)

Tasks/Activities	Timelines	Responsible Staff
1. 2+2+2 student orientations a. Matriculation (assessment, etc.) b. Registration for classes c. Information on financial aid, tutoring, career counseling (I.E.P.), etc.	June/July	Student Personnel Services (Counseling, etc.)
2. Student enrollment and follow-up	August/September	Student Personnel Services
3. Articulation Council	September/October	Office of Instruction; Student Personnel Services
4. Update of matrix of instructors, counselors, administrators, staff from all segments	September/October	Office of Instruction
5. Follow-up with students on credit by exam and posting in Admissions and Records	September/October	Student Personnel Services
6. Meeting of counselors, faculty, administrators involved in 2+2+2 for the purpose of planning the year's activity	October/November	Office of Instruction; Student Personnel Services Faculty Division Deans Department Chairs, etc.
7. 2+2+2 Outreach a. Distribution of brochures b. Parent meetings c. College nights d. Career days e. College faculty visits f. Classroom presentations g. Ride-alongs h. Distribution of 2+2+2 Manuals to new faculty/ counselors, etc.	October to May	Office of Instruction Student Personnel Services (Counseling) Community College Faculty and Division Administrators Recruitment Service Secondary Counselors and Faculty EOPS Outreach Staff University Personnel
8. Referral of 2+2+2 students to university contacts	April/May	Student Personnel Services (Counseling/Transfer Center)
9. Credit-by-Exam for articulated secondary students	May/June	Office of Instruction College Faculty Student Personnel Services (Counseling)
10. Evaluation of Activities/ Report	May/June	Office of Instruction Secondary Schools Faculty and Counselors Student Personnel Services

ACTION PLANNING PACKET

Action plan for an intersegmental partnership between:

1. _____

2. _____

3. _____

Phase 1: Planning and Promotion (refer to page 10.2)

Limit key entries in each box to 3; make them your priorities.

	Goals	Resources	Obstacles	First Steps
Pre-planning				
Leadership				
Articulation Council				

Phase 2: Development (refer to page 10.2)

Limit key entries in each box to 3; make them your priorities.

	Goals	Resources	Obstacles	First Steps
Institutional Agreements (Program Areas/ Disciplines)				
Outreach Plan				
Student Support Plan				

Phase 3: Implementation (refer to page 10.2)

Limit key entries in each box to 3; make them your priorities.

	Goals	Resources	Obstacles	First Steps
Outreach/ Support Services Implementation				
Student Identification and Tracking				
Communications				

Partnership Planning & Evaluation Worksheet

First Steps	Person(s) Responsible	Evaluation: How This Achievement Will Be Measured

BIBLIOGRAPHY

American Vocational Association and Center for Occupational Research and Development. (1983). Developing high technology vocational programs. Washington, DC: Author.

Arnold, J. P. (1987). Articulating secondary and postsecondary occupational programs. New Directions for Community Colleges, 15 (2), 57-64.

Bailey, Stephen. (1976). The purposes of education. Indiana, Bloomington: Phi Delta Kappa.

Benbow, C. and Stanley, J. (Summer 1983). Constructing educational bridges between high school and college. Gifted Child Quarterly, Volume 27, No. 3.

Bogart, Quentin J., and Sue 1. Murphey. (Fall, 1985). Articulation in a Changing Higher Education Environment. Community College Review, 13:17-23.

Bottoms, G. (1984). Now is the moment of opportunity. Vocational Education, 59 (7), 8-9.

Braden, P. V. (1987). The impact of technology on the work force. Community, Technical, and Junior College Journal, 58 (3), 28-29.

Breuder, R. L., & Martin, W. J. (1986). Two-plus-two: To market, to market. Community and Junior College Journal, 56 (3), 32-36.

Burris, D. (May 28,1985). High School/Community College Connection. AACJC Letter, No. 144

Bushnell, D. S. (1978). AACJA/AVA Occupational Education Project. Community and Junior College Journal, 48 (8), 20-23.

Bushnell, D. S. (1978). Closing the gap and eliminating the overlap: Two case studies in articulation. American Vocational Journal, 53 (4),21-23.

Bushnell, D. S. (1978). Cooperation in vocational education. Washington, DC: American Association of Community and Junior Colleges and the American Vocational Association.

Bushnell, D. S. (1978). Education and training: A guide to interinstitutional cooperation, final report. Washington, DC: Association of Community and Junior Colleges.

California Community Colleges Board of Governors. (1986). High School articulation. Sacramento: Author.

California. Community Colleges Chancellor's Office. (1987). Building the bridge for better education: A report on articulation, California community colleges and secondary schools. Sacramento: Author.

Careers 2000 acknowledges **The California State Department of Education, The California Community Colleges** and **Elizabeth Stark** and their publication **Articulation Councils: Leadership for Cooperation Among School, ROC/Ps, Adult Schools, Community Colleges, and Employers**

California Community College Occupational Education Coalition. (1986). A response to the mission study statement. Glendale, CA: Author.

California State Department of Education and Chancellor's Office, California Community Colleges. (November, 1989). Joint articulation efforts. Sacramento: Author.

California State Department of Education. (n.d.) Recommendations: Draft 11: Committee on the transition to community college high school task force. Sacramento: Author.

California State Postsecondary Education Commission. (1987). Articulating career education programs from high school through community college to the baccalaureate degree. Sacramento: Author.

Carey, D., Wark, L., and & Wellsfry, N. (1986). Partnerships for excellence: High schools and community colleges. Sacramento: Association of California Community College Administrators.

Center for Occupational Research and Development. (1984). 2+2 = (a new approach to education). Waco, TX: Author.

Center for Occupational Research and Development. (1985). Two plus two articulation: A guidebook for educational planning. Waco, TX: Author.

Chance, William. (April, 1986). High school - college relations in California. the articulation council. California Postsecondary Education Commission, Commission Report 86-10.

The coming labor shortage: Help wanted. (1987, August 10). Business Week, pp. 31.

Commission for the Review of the Master Plan for Higher Education. (March 1986). The Challenge of Change: A reassessment of the California Community Colleges. Sacramento, CA.

Day, P. R. (1985). In search of community college partnerships. Washington, DC: American Association of Community and Junior Colleges.

Deegan, W. and Tillery, D. (April/May 1987). Toward a 5th generation of community colleges. AACJC Journal, Volume 57, No. 5.

Degus, Richard. (July 12-15,1987). 2 plus 2 cooperative degree programs: A step beyond articulation. Paper presented at the League for Innovation in Community Colleges Conference Student Development in the 1990s: Practices to Assure Student Success. Kansas City, MO, 11pp. (ED 289 538).

Doty, C. R. (1985). Principles of and sources for vertical articulation of occupational education from secondary schools to community colleges. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 272673).

Evaluation and Training Institute. (April, 1990). Third early evaluation of joint career-vocational education articulation projects: Report on student data. Los Angeles: Author.

Fadale, L. M., and Winters, G. M. (1987). Realism of articulated secondary-postsecondary occupational and technical programs. Community College Review, 15(1), 28-33.

Ford introduces tech-prep amendments to Perkins Act. (1988, October 14). Legislative Brief, p. 1.

Friedlander, J. (1980). Working with high schools to strengthen community college programs. Community College Review, 8(1), 9-17.

Galloway, J. R., & Washburn, J. (1985). A joint secondary-postsecondary enterprise. Vocational Education, 60(1), 12-14.

Giugni, T., & Burris, D. W. (1983). Sacramento City Unified School District and Sacramento City College: Articulation council year-end report. Sacramento: Sacramento City College. (ERIC Document Reproduction Service No. ED 239667).

Gorman, J., Green, C. A.,Maier, S., and Porter, J. L. (1985). How can community colleges improve their relations with high schools? Community, Technical, and Junior College Journal, 56(1),41-46.

Henderson, J. C., and associates. (1986). The community college-high school connection: Report of the annual national convention of the American Association of Community and Junior Colleges. Washington, D.C.: AACJC.

Hill, Edwin K. (1984). Articulation, phase one, Spokane Area Vocational Skills Center and Spokane Falls Community College: Development of a model, final report. Olympia: Washington State Commission for Vocational Education. (ERIC Document Reproduction Service No. ED 255648).

Hoachlander, E. Garth. (February, 1991) Designing a plan to measure vocational education results. Vocational Education 66 (2):20-21,65.

Hull, Daniel, and Parnell, Dale. (1991). Tech prep associate degree: A win/win experience. Waco, Texas: Center for Occupational Research and Development.

Human capital: The decline of America's force. (1988, September 19). Business Week, pp. 52.

Industry Education Council of California. (1988). Strengthening the connection between education, training and jobs. Los Angeles: Author.

Jennings, John F. (February, 1991) Congressional Intent. Vocational Education 66 (2):18-19.

Kintzer, F., and Wattenbarger, J. (1985). The articulation/transfer phenomenon: Patterns and directions. Washington, DC: American Association of Community and Junior Colleges.

Knight, M. M. (1983). Meeting the high technology challenge through articulation: A discussion of inhibitors and enhancers of vocational curriculum articulation. Washington, DC: Research in Education. (ERIC Document Reproduction Service No. ED 231420).

Long, J. P., & Warmbrod, C. (1986). Avenues for articulation: Coordinating secondary and postsecondary programs. Columbus, OH: National Center for Research in Vocational Education.

Mabry, Theo. (Winter, 1988). The high school/community college connection: An ERIC review. Community College Review, 16:48-55.

Maeroff, G. 1. (1983). School and college: Partnerships in education. Lawrenceville, NJ: Princeton University Press.

Mertes, B.F. (1990) Articulation and economic development a blueprint for action California's secondary educational institutions and community colleges. Sacramento: CACC Press.

Mertes, B. F. (1986). Building new partnerships: California secondary schools and the community colleges. Sacramento: CACC Press.

Mertes, B. F. (1988). Strengthening the partnership: California's community colleges and the secondary schools. Sacramento: CACC Press.

Moore, G. (1984). Curriculum articulation with secondary institutions. Washington, D.C.: Research in Education. (ERIC Document Reproduction Service No. ED 241 108).

New York. State Education Deparment. Bureau of Grants. (1985a). Data summary: Articulation between secondary and postsecondary occupational educational programs. Albany: New York State Education Department. (ERIC Document Reproduction Service No. ED 267856).

New York. State Educational Department. Bureau of Grants. (1985b). A guide for articulation between postsecondary and secondary occupational programs. Albany: New York State Education Department. (ERIC Document Reproduction Service No. ED 267857)

Ohio Council on Vocational Education. (1986). High school vocational programs/two year college technical programs: In the articulation spotlight. Columbus: Ohio Council on Vocational Education.

Padden, Henry M. (1987). 2+2+2 = articulation: The student's key to success. Fresno, CA: State Center Community College District.

Palinchak, Robert S. (Spring, 1988). Articulation Florida style. New Directions for Community Colleges, 1 6 : 1 7-25 .

Pamell, D. (1984). 2+2 tech prep/associate degree program: A working degree for America. In Center for Occupational Research and Development (Ed.), Two-plus-two articulation: A guidebook for educational planning (pp. 7-18). Waco, TX: Author. (ERIC Document Reproduction Service No. ED 225241).

Parnell, D. (1985). The neglected majority. Washington, DC: Community College Press.

Payne, J. Larry. (Spring, 1989). The High School/College Interface: A New Challenge for the Community College. Community College Review, 16:22-27.

Prager, Carolyn, (Spring, 1988). "The Other Transfer Degree.~ New Directions for Community Colleges, 1 6 :77-87.

Radcliff, C. W., & Zirkin, G. (1986). Vocational-technical education program articulation and linkages in Maryland. Catonsville, MD: Maryland Institute for Policy Analysis and Research.

Scott, Robert W. (February, 1991) Making the case for tech prep: New Perkins act boosts secondary/postsecondary linkages. Vocational Education 66(2):22-23,63.

Shapiro, Barbara C. (1986). Two plus two: The high school Community college connection. NASSP Bulletin: Version 70 Number 494 p.90-96.

Stark, E. (1989) Articulation connection: High school and community college articulation project. Rancho Cucamonga, CA: Chaffey Community College.

The two-plus-two agricuHure program in Kern County. (1984). Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. ED 258628).

Val Allen, George H. (Fall, 1988). Two-Plus-Two Programming: A Focus on Student Achievement. Community College Review, 16:18-23.

Vanek, C. (1979). Project MAVE: Model for articulated vocational education, final report. Springdale: Illinois State Office of Education, Division of Adult Vocational and Technical Education.

Warmbrod, C. & Long, J. (1986). College Bound or Bust: 10 principles for articulation. AACJC Journal, 57 (2), 29-31.

Warmbrod, C., Long, J., Faddis, C., & Lemer, M. (1986). Avenues for articulation - coordinating secondary and postsecondary programs. The National Center for Research in Vocational Education, The Ohio State University.

Weidenthal, Bus, and Sandra Golden. (August-September, 1988). 2+2 Equals Success. Community, Technical, and Junior College Journal, 59:38-39.

Wellsfry, Norval, and Rosen, M. Frances. (1986). A model for community college-high school articulation, Sacramento, CA: Sacramento City College, 7 pp. (ERIC Document Reproduction Service No. ED 273 824).

Wilcox, John (February, 1991) The Perkins act at a glance. Vocational Education 66 (2):16-17.

Zelenski, Joseph F. (Summer, 1988). Articulation between colleges and high schools: Something old or something new? A historical perspective 1882-1987. Community College Review, 16:34-38.

GLOSSARY OF TERMS

Advanced placement, delayed credit
Course prerequisites will be waived and the student will be allowed to enroll immediately in an advanced class, but will receive credit on the college transcript as having completed the college course which was articulated, only after the student fulfills the required stipulations. This could require the student to complete the entire college vocational program before credit is placed on the transcript, or to complete at least one other specified course at the college.

Advanced placement with credits for units
Prerequisites will be waived and the student will be allowed to enroll immediately in an advanced class. On the college transcript, the student will be given the approved number of credits for the course articulated.

Advanced placement, no credit
The student will receive no credit on the college transcript for the college course which was articulated with the ROP/high school class. However, prerequisites will be waived and the student will be allowed to enroll immediately in an advanced class.

Advanced standing and advanced placement
When an incoming freshman registers, the number of articulated courses may allow him/her to avoid prerequisites which would otherwise be a requirement for a freshman.

AP
Advanced Placement.

Articulated course
A high school course that has been reviewed by appropriate high school and college faculty and instructional deans and found to duplicate competencies and/or knowledge; agreements are developed according to certain formats to indicate the number of units awarded. Since this becomes institutionalized, from that point on, students may then receive college credit for designated articulated high school courses.

Articulation agreements
The formalizing of institutional agreements to allow for the student's smooth transition and transfer from one segment or level to another; these agreements occur between high school districts, community college districts, and state universities, and occasionally include the University of California.

Articulation Council
Consists of high school principals and appropriate college administrators; sets agreed upon course articulation goals and subject areas to be pursued each year.

Articulation
Articulation is a planned process linking two or more educational systems together to help students make a smooth transition and be academically prepared to move from one level to another. In an instructional context, articulation is a systematic process which permits students to move from one course or program level to another without experiencing a delay or duplication in learning. In an administrative and student services context, articulation is a program of activities which help students successfully make the transition into the college environment.

BRIDGE
Building Readiness for Individuals to Decisively Gain An Education.

CAD/CAM
Computer Aided Drafting/Computer Aided Management.

Cal-SOAP
California Student Opportunity & Access Program.

Career profile
A description of the position, skills needed, minimum job/entry level requirements, educational requirements, opportunities predicted in the field (including advancement), and information about wages and career paths.

Certification by instructor
Written confirmation by the high school or ROP instructor that the student has successfully accomplished articulated course competencies.

Course competencies
A description of what the student will be able to do after taking a course, or, for the purposes of articulation protocols, what the student must be able to perform or demonstrate knowledge of in order to have a course waived or to achieve advanced placement.

Course equivalency
A high school course may be the equivalent of a college course and, in some cases, allow the student to enroll in a more advanced course. This may be the result of an articulated process, or the result of an individual's request for course review.

Credit by examination
After completing the approved high school courses, the student may challenge a college course by taking an examination, often the midterm and/or final exam. Students then do not need to repeat material they studied in high school.

Dissemination project
The statewide effort to publicize 2+2+2 materials and programs funded through the California Community Colleges Chancellor's Office from July 1988 through June 1990. The dissemination approach includes technical assistance to specific projects, presentations at conferences, and workshops with intersegmental teams. Two videotapes will be produced explaining the process of instituting a 2+2+2 program.

EOPS
Extended Opportunity, Programs & Services; provides financial aid and other services to disadvantaged students of all ages.

E.S.L.
English as a Second Language.

Faculty Diversity
This program at CSU is an effort to aggressively recruit members of underrepresented groups into teaching positions. Special funding is available for such things as covering travel costs related to the interview process, assistance in locating housing, etc. This campaign is important to publicize to prospective teachers in the 2+2+2+1 Tomorrow's Teachers recruitment effort.

Industry Education Council
This group can have various names but indicates a partnership between industry and education in a particular community that often leads to scholarships, internships, conferences, and cooperation on identified problems related to education, training, and employment. The group meets regularly to discuss relevant issues.

Institutionalization
A systematic way that the district, college, and/or university maintains its commitment to intersegmental cooperation. It is the process of updating and improving the 2+2+2 program, communicating policy and programmatic information to new faculty and administrators, keeping up-to-date records, and publicizing and promoting the program.

Instructional Aides
Those persons who assist classroom teachers in a variety of support roles. Since salaries for aides are based on a modest hourly wage and they lack job security and fringe benefits, they are appropriate targets of 2+2+2+1 teacher recruitment efforts because they a) are bilingual, and/or b) have completed some college coursework, and/or c) have degrees from other states or countries, and/or d) have credentials from other states or countries.

Intersegmental
Cooperative activities between connecting segments or levels, such as high school and college, and college and university (see articulation council).

Job Training Partnership Act (J.T.P.A.)
This federal act allows employers to provide on-the-job training to individuals as "internships."

Limited English Proficiency (L.E.P).
Integrating procedures for non-English speakers, including English as a Second Language programs, from entry level to advanced coursework.

Migrant Education
Federally funded programs for migrant students (whose parents are migrant workers), administered through county education offices, which provide a variety of instructional strategies such as a) instructional aides to assist the regular classroom teacher in meeting the migrant students' needs, and b) summer programs on community college campuses.

No Articulation
There were no shared competencies or the course is not taught at the same level as the college course.

Peer Counseling and Support
Students meeting in leaderless groups to provide moral support to one another. This is especially important with regard to teen-age parents, re-entry women, underrepresented groups, and those entering non-traditional careers. Training in peer counseling techniques is advised.

Portfolio
A collection of papers, drawings, projects, computer programs. etc. completed during previous course work that demonstrates proficiency in skills requisite to advanced level courses.

Public Information Office
Personnel in this office can be helpful to intersegmental program directors or coordinators in developing an advertising and marketing strategy, given their expertise in dealing with the press and in-house communication.

Regional Occupational Program; (ROP)
Designed to provide students with the basic knowledge required for a particular job through high quality vocational and technical job training opportunities.

ROP/C
Regional Occupational Program/Center.

Teaching Credential
This is a license to teach in the California public schools awarded by the Teacher Credential Commission after candidates fulfill course requirements and a student teaching program for a Multiple Subject Credential (for grades K-6) and Single Subject Credential (for junior and senior high school subject areas). There are also Early Childhood Education Credentials, emergency credentials, and specialized credentials for fields such as Special Education and Bilingual Education.

Teleconferencing
A method for utilizing the resources of satellite television equipment to bring together individuals and/or groups in various geographic locations for interactive discussions.

The 2+2 Articulation Program (high school & community college)
The 2+2 Articulation Program allows students to begin their college education on the high school campus. The first "2" denotes the educational activities undertaken by high school students in their junior and senior years. The second "2" generally denotes the educational activities undertaken by the student during their freshman and sophomore years at the community college.

The 2+2+2 Articulation Program
The 2+2+2 Articulation Program consists of a well-defined sequence of coursework beginning in high school, through community college, and continuing into the university. The purpose of a 2+2+2 program is to eliminate unnecessary duplication of coursework, thus offering time-shortened curricula and a smoother transition from one educational level to the next.

The 2+2+2+1 Articulation Program
The articulation agreement that allows a student to take the most direct path to a teaching credential, from the last two years in high school though completing general education requirements at a community college, to transfer into a B.A. degree program, and finally to a fifth year teaching credential program.

Tracking System
An effort to enter those students who take articulated courses into a data base in order to monitor ("track") their progress. Admissions officers, counselors, and registrars are typically those persons who maintain these records. The Community College Office of Instruction maintains the data base until the student graduates from high school and enrolls at the college, at which time the student receives credit for articulated coursework. The data base also allows the college to track students who transfer to a four-year institution.

Waiver
Certain courses and prerequisites required at the community college level are waived based on transcripts of high school coursework that cover equivalent material. The same is true of university course requirements based on transcripts of community college coursework that covers the same material.

Workforce 2000
The title of a research report from the Hudson Institute which describes the changing demographics of the country as it will affect the workplace; specifically, the impact of immigration, a global economy, production changes from products to services, and women's changing roles on the economy as we face the 21st century. Primary groups of immigrants to affect California schools and colleges are Hispanics and Asians. The implications for training and education are profound.

RESOURCES

2+2+2 Project Resources

Careers 2000 has assembled a Reference Library of information and materials developed by the twenty-five 2+2+2 pilot projects funded between 1988 and 1991. These materials are available to institutions developing 2+2+2 articulated career education programs. Resources include:

- **Project Materials**
  - Students Services Support Materials
  - Articulation Agreements
  - Project Reports & Descriptions
  - Tracking Reports & Programs
  - Handbooks for Counselors and Teachers
  - Reference Materials
  - Summer Institute Material
  - Promotional Items: brochures, bookcovers, folders, t-shirts, buttons, posters, information packets

- **Project Videos**

Institution	*Title*	*Discipline*
Golden West College	"Career Connections"	Nursing
CSU, Los Angeles	"Teacher's Diversity Campaign"	Teacher Education
E. San Gabriel Valley ROP	"Catch the Excitement"	Fashion Merchandising
CSU, Los Angeles	"2+2+2 Technology Teacher"	Teacher Education
Santa Barbara City College	"Sign Up"	Nursing
State Center Community College District	"Fast Tracks II"	Business; Technology
Long Beach Community College	"America's Winning Team"	Manufacturing
Butte Community College	"2+2+2"	Automotive Technology
San Diego Community College District	"Taking the Next Step"	Teacher Education
Fullerton College	"Management of Manufacturing: 2+2+2"	Manufacturing
American River College	"Teachers of Tomorrow"	Teacher Education
CSU, Long Beach	"2+2+2 Careers in Child Care" (Spanish version included)	Home Economics
Rancho Santiago College	"Teachers Make a Difference"	Teacher Education

CAREERS 2000 Technical Assistance Videos

Careers 2000 has produced two videos for use by partnerships developing 2+2+2 articulated career education programs. A resource manual accompanies this set of videos.

Title	*Description*
"Get Up and Go: Why Develop a 2+2+2 Program"	A motivational video describing the benefits of 2+2+2 articulated programs to students, educational institutions, and to business and industry.
"Sail Away: How to launch a Program"	An overview of how to develop a 2+2+2 articulated program including a description of Program the six components necessary for a successful program.

Consultants

Experienced 2+2+2 Project Directors are available to consult with partnerships developing articulated programs. Referrals are available through Careers 2000.

Resource Catalogue

A Resource Catalogue detailing project materials and ordering information will be provided upon request. All materials are available for a small duplication and postage fee. Contact the Careers 2000 project office to request a copy.

Careers 2000
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-2394
Phone: (805) 965-0581, ext. 2227
Fax: (805) 963-7222

CAREERS 2000

Partnerships for Success

2+2+2 Articulated Career Education Projects

American River College
- *Business*
- *Computer Sciences*

Nanci Lee, Area Dean
American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8361

Marie Perino, Faculty Coordinator
American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8520

American River College
- *Teacher Education*

Joe Howard
Dean of Instruction
American River College
4700 College Oak Drive
Sacramento, CA 95841
(916) 484-8407

Butte Community College
- *Automotive Technology*

Ernie Matlock
Vice President of Instruction
Butte Community College
3536 Butte Campus Drive
Oroville, CA 95965
(916) 895-2547

CSU Chico
- *Agriculture*

Doug Flesher, Chairman
Natural Resources Department
Butte Community College
3536 Butte Campus Drive
Oroville, CA 95965
(916) 895-2551

CSU Long Beach
- *Home Economics*

Betty Morse
Home Economics Department
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0501
(213) 985-4484

CSU Los Angeles
- *Teacher Education (Industrial Technology)*

Le Tang, Professor
Department of Technology
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4560

Don Maurizio
Department of Technology
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4510

Careers 2000 is funded by a grant awarded to **Santa Barbara City College** from the **California Community Colleges Chancellor's Office**.

CSU San Bernardino
- *Teacher Education*

Kathy Reilly, Codirector
School of Education
California State University,
San Bernardino
5500 University Parkway
San Bernardino, CA 92407
(714) 880-5672

Cerritos Community College
- *Drafting*
- *Automotive Technology*

Keith Adams, Dean
Vocational Education and Extended Day
Cerritos Community College
11110 East Alondra Boulevard
Norwalk, CA 90650
(213) 860-2451, Ext. 215

Betsy Stewart, Assistant
Vocational Education/Special Projects
Cerritos Community College
11110 East Alondra Boulevard
Norwalk, CA 90650
(213) 860-2451, Ext. 332

College of the Desert
- *Early Childhood Education*

Dolly Goldman
School of Liberal Studies
College of the Desert
43-500 Monterey Avenue
Palm Desert, CA 92260
(619) 346-8041

College of San Mateo
- *Technology*

Dean Chowenhill
College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo, CA 94402
(415) 574-6188

Compton College
- *Automotive Technology*

Esther Caldwell
Compton College
1111 E. Artesia Boulevard
Compton, CA 90221
(213) 637-2660

DeAnza College
- *Child Development and Education*

Kathleen Burson, Associate Dean
Child Development and Education
DeAnza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014
(408) 864-8863

East San Gabriel Valley ROP/CSULA
- *Fashion Merchandising/Marketing/ Home Economics*

Myrna Craig Evans
Fashion Instructor
East San Gabriel Valley ROP
1024 W. Workman Avenue
West Covina, CA 91790
(818) 962-5080

Carol Tuntland, Assistant Professor
Fashion Merchandising
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4630

Fullerton College,
- *Management of Manufacturing*

Marilouise Carlisle
Professional Development Institute
Anaheim Higher Education Center
of Fullerton College
100 South Anaheim Blvd., Suite 150
Anaheim, CA 92805
(714) 563-0765

Golden West College
- *Nursing*

Nancy Kidder, Administrative Dean
Student Services
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
(714) 895-8125

Marsha Swanson, Project Coordinator
2+2+2 Nursing Program
Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
(714) 895-8125

Imperial Valley College
- *Criminal Justice and Business Administration*

Ralph Marquez
Transfer Center
Imperial Valley College
P.O. Box 158
Imperial, CA 92251-0158
(619) 352-8320, Ext. 263

Long Beach College
- *Manufacturing Technology*

Mary Ann Desmond,
Articulation Officer
Long Beach City College
4901 E. Carson Street
Long Beach, CA 90808
(213) 420-4469

Rancho Santiago Community College
- *Teacher Education*

Gloria Guzman, Chairperson
Human Development Department
Rancho Santiago Community College
17th & Bristol Street
Santa Ana, CA 92706
(714) 564-6810

San Bernardino Valley College
- *Industrial Technology*

Tom Clark, Dean
Occupational Education/Special Programs
San Bernardino Valley College
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410
(714) 888-6511

Edward Szumski
Electronics Instructor
San Bernardino Valley College
701 S. Mt. Vernon Avenue
San Bernardino, CA 92410-2798
(714) 888-6511, Ext. 1330

San Diego City College
- *Teacher Education*

David McGrevy
San Diego Community College District
Vocational Educational Department
3375 Camino del Rio South
San Diego, CA 92108-3883
(619) 584-6570

Santa Barbara City College
- *Nursing*

Diana Sloane, Dean
Academic Affairs
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965-0581, Ext. 2366

Janie Guillermo
ADN Program
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
(805) 965-0581, Ext. 2366

Santa Barbara City College
- *Teacher Education*

John Romo, Vice President
Academic Affairs
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109
(805) 963-8892, Ext. 2353

Southwestern College
- *Engineering*

Mary Wylie, Dean
Vocational & Community Education
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 91910
(619) 421-6700, Ext. 5259

Willard Hanson
Vocational & Community Education
Southwestern College
900 Otay Lakes Road
Chula Vista, CA 92010
(619) 421-6700, Ext. 5332

State Center Community College District
(Fresno City, King, River College)
- *Teacher Education*

Dr. Henry M. Padden Ed. D.
Vice Chancellor, Personnel
State Center Community College District
1525 E. Weldon Avenue
Fresno, CA 93704
(209) 226-0720

Stockton Unified School District
- *Nursing*

Derry Kirschman
English Department
A.A. Stagg High School
1621 Brookside Road
Stockton, CA 95207
(209) 944-4349

Judi Higashi
R.N. Nursing
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207
(209) 474-5151

ERIC Clearinghouse for
Junior Colleges

APR 03 1992